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Six Mergers Mean Nine Fewer Units

The number of school administrative units in North Carolina has been reduced from 169 to 160. As of July 1, the following units were merged: Morven and Wadesboro with Anson County; Edenton with Chowan County; Pinehurst and Southern Pines with Moore County; Elizabeth City with Pasquotank County; Hamlet and Rockingham with Richmond County; and Fremont with Wayne County.

The merger of Fremont and Wayne County was the first to take place under a new provision made by the 1967 General Assembly. Under the new law, units may merge upon approval by the State Board of Education of the consolidated plan submitted by the boards of education involved and upon approval of the board of county commissioners.

Vance County and Henderson City will merge on July 1, 1968 and at least four other counties containing city units are now studying the possibility of merging.

12 Big Secondary Schools to Open

Twelve new secondary schools are scheduled to be completed for use this fall in North Carolina, according to Dr. J. L. Pierce, Director of School Planning for the State Department of Public Instruction. Most of these new units are the result of the consolidation of two or more schools.

Cleveland County and Yadkin County are each completing two new secondary schools; and one new secondary unit is expected to be finished this fall in each of the following units: Alleghany, Anson, Avery, Concord, Lincoln, Nash, Scotland, and Vance.



Dr. Nolan Estes, U. S. Associate Commissioner for Elementary and Secondary Education, answers questions from superintendents and supervisors about new Federal programs following his address at the annual Superintendents' Conference held July 25-28 at Mars Hill.

Annual Working Conference for School Heads Features Change and Innovation

Superintendents of the State's public schools discussed promising educational innovations now under way, reviewed changes made in school laws by the 1967 General Assembly, and considered significant factors affecting education in North Carolina when they met in annual conference on the campus of Mars Hill College during the last week of July. Joining the discussions were assistant superintendents and other key personnel from the various school systems as well as representatives of college and university departments of education and professional staff members of the State Department of Public Instruction.

Public Demand

Speaking on "Tradition Break or Brake?" (See page 2 of this *Bulletin*), the State Superintendent of Public Instruction, Dr. Charles F. Carroll, pointed out that departures from traditional ways in school programs are being undertaken in response to widespread public demand. In reviewing significant changes in operation of the public school system of the State since the 1966 conference, he said trends in the financing of schools have "blown hot and cold."

"Unfortunately, there has been all too much reluctance here and there on the part of citizens to provide adequately for public education, but there have been notable successes," he said. "I congratulate you who have been successful in your bond and supplemental tax elections. I would congratulate also you who were not successful. It is better to have tried and failed than never to have tried at all."

Progress Made

Within the year, he pointed out, "considerable progress has been made in the elimination of a dual school system." Fifty-eight percent of the 2,112 schools were integrated last year, 17.8 percent—or about 62,000—of the State's Negro pupils and 83.2 percent of the white children attended an integrated school, he revealed.

Dr. Nolan Estes, Associate Commissioner of Elementary and Secondary Education, USOE, declared that "funds from ESEA have made a tremendous difference in the quality of education now available throughout the United States, especially for the economically deprived."

(Continued on page 6)

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

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VOL. XXXII, No. 1 September, 1967

Official publication issued monthly except June, July and August by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh, N. C. 27602

Tomorrow's school will be the center of community life, for the grownups as well as the children: 'a shopping center of human services.' It might have a community health clinic, a public library, a theater and recreation facilities.

It will provide formal education for all citizens—and it will not close its door any more at 3 o'clock. It will employ its buildings around the clock and its teachers around the year. We just cannot afford to have an \$85 billion plant in this country open less than 30 percent of the time—President Lyndon B. Johnson

A 'dead language' is not a dead subject unless in a given classroom it is taught in deadly fashion. . . .—William Riley Parker, Indiana University.

The story of survival is the story of creatures who adapted to changes in their environment, not of those who merely objected to change. The dodo had no control over his lack of ability to survive. School boards do.—Harold Howe II.

Tradition-Break or Brake?

(Excerpts from address by State Superintendent Charles F. Carroll at Superintendents Conference, Mars Hill, July 26, 1967.)

. . . In conversation several days ago with a member of my staff, he remarked that all too often we educators devote a disproportionate amount of time to looking into the little rear-view mirror at things gone by instead of looking ahead at the vast panorama that is beckoning to us through the windshield. Just as common sense dictates some use of the rear-view mirror from time to time, so does a little history help establish the benchmark from which we can take off anew. If we really want to move forward safely and progressively, however, it is far better that we use the big windshield through which we can view that which is at the right, at the left, and in the center of the road. . . .

I shall remember easily and pleasantly the members of the 1967 General Assembly and their actions. . . . But I shall remember the 1967 General Assembly particularly for some of the statements made in the closing days by some of the legislators themselves. Asked by newsmen why appropriations had not been made for certain educational programs and services, some of the legislators stated that some of the services and programs for which funds were being sought would represent new policies—would represent a break with tradition—a departure from the status quo. . . .

Approval of each of these programs would have represented progress. To be sure, each step would represent a B-R-E-A-K with tradition. The obvious alternative, of course, is to have tradition serve as a B-R-A-K-E and delay progress.

How widespread is the thought that most, if not all, the good is to be found in what we have already? It is on this very point that North Carolinians are dividing off one from the other. In the opinion of an increasing number of people status quo is being construed as meaning no-go. And, more and more people in North Carolina want to go—go ahead—and they are going to go ahead just as certainly as they can get to the ballot box to record their opinions, their convictions, and their will. . . .

In response to the rising demand for something better, I see many more mergers of administrative units. I have already stated . . . North Carolina must have administrative units large enough to provide the human and financial resources to get the educational job done. To this end I like to think that the number of superintendents who will be in the vanguard in support of merging action will increase.

. . . With the coming of more elective boards we are going to see education more in the political arena. Platform commitments in behalf of educational improvements will have to be fulfilled. . . . Leaders in government . . . are encompassing education more and more as one of the most certain means for winning and retaining public office. At the same time, the vast amount of public interest in education and the rising costs of education necessarily require leaders in government to be more attentive to the subject.

In the period ahead, the superintendent will have no greater responsibility than to help devise and promote a meaningful program of in-service education for school board members.

Still looking through the windshield, I see increasing competition for dollars with which to educate children. . . . In the legislative session just ended, State appropriations were increased for certain services and programs to this degree: retirement and pensions, 44.2%; higher education, 39.5%; welfare, 27.6%; mental institutions, 25.4%; natural resources and recreation, 22.8%; public schools, 21%; and agriculture, 15.6%.

Two years hence and for all of the foreseeable future, we shall observe eight instead of four State-supported universities seeking increased appropriations. . . . In competition for the tax dollar for the public-supported schools, there is shaping up another program that can claim a good slice of the dollar, Medicaid. . . . If the General Assembly wants to come into this program, the Welfare Department would require possibly \$58 million instead of \$20 million currently appropriated for medical assistance.

There doubtlessly will be other programs and services that will demand and be entitled to a slice of the state tax dollar. . . . The big question will be: Who is going to get what and in what amounts? Will the amounts be sufficient for the maintenance of qualitative programs and services? Will tradition be a B-R-A-K-E, or will there be a B-R-E-A-K with tradition?

I would repeat again that in my opinion programs and services required of the public schools are going to increase. There are going to be kindergartens in this State. There will be transportation for some pupils in cities as a matter of equity. There will be financial support at either the state or local level for food services. There will be an increase in the compulsory school attendance age for the simple reason that North Carolinians are not going to continue to tolerate a loss of 30,000 or more of its youth between the ninth and twelfth grade levels. There will be demands, not merely requests, for salaries equal to

(Continued on page 15)

Year-Round School is Here!

The year-round school is fast becoming an accomplished fact in North Carolina. It is the outcome of demand and of voluntary growth to meet that demand. School attendance on a year-round basis has not been made mandatory for students or teachers; nevertheless, each summer more students are found in summer school and more summer employment is available for teachers who want it.

Enrichment

This summer over 150,000 students were involved in summer study in North Carolina and most of them were taking extra work to accelerate or to enrich their regular school programs (see story on page 12).

One of the duties of the Governor's Study Commission on the Public School System of North Carolina, as stated in Joint Resolution 81, is to study "the length of the school term, with particular reference to the utilization of personnel and facilities during the summer months." It may be that an expanded program of voluntary summer session is capable of providing at least a partial answer to the problem of adequate utilization of school plants and personnel and an answer to the growing demands from students and their parents for more educational opportunities during the summer.

Proposals for year-round *mandatory* school attendance pose some problems for which educators have not yet found solutions. One of the most talked about snags involves the use of the quarter system and staggered vacations for students. If a family has several children in school, a family vacation may be out of the question.

Quarter Versus Semester

Other proposals for the quarter system have included a one-week break between the spring and summer quarters and a three-week break at the end of the summer quarter. This plan seems a little better, at least for students, but teachers would have difficulty renewing certificates and obtaining advanced degrees under both quarter system plans whether the vacations for students are staggered or fixed. It would be impossible for all teachers who wanted to study to have the summer quarter free. There would not be enough left to man the classrooms. And a leave of absence for study during the winter quarter would not be of much help since most colleges and universities are on the semester system rather than the quarter system.

Lack of Support

Some pilot programs for the year-round school have not found enough support among students or parents even to get under way. In California, the San Juan School Board would have had \$145,000 from the State Legislature to conduct an experiment in a year-round school at Del-Campo High School. This plan called for four quarters of 59, 58, 58, and 54 days, with vacations coming at the end of the spring quarter and between the summer quarter and the fall quarter. At one point the project was delayed for a year because of lack of student interest; it has now been abandoned entirely.

Voluntary summer programs gain, on the other hand, enthusiastic support from students, parents, and teachers. Everyone has a choice as to what he may do with his summer. The student can usually have at least one six-week session without becoming overworked or interfering with family plans. Teachers who have enough energy for a few more weeks and no plan of summer study for themselves find the extra pay, the smaller classes, and short-day sessions tempting.

Imagination

What we need is more of a good thing. More money is becoming available each year for units who have teachers and administrators with imagination and planning ability. The success of the ESEA Title I and Title III projects across the State attest to the voracious appetites of young people for exciting educational experiences. One of the most enticing aspects of summer school for the student is that a *voluntary* program can offer an opportunity to study something that he really wants to study.—K. W. B.

Bits and Pieces

There are several disquieting things about the increasing use of teaching machines, programed materials, and computers in the instructional program. One is the distinct possibility that these learning techniques may reinforce the myth that the most important portion of human knowledge consists of bits and pieces of information.

Marshall McLuhan's glib slogan, "The medium is the message," may convey a warning that the influence of media-techniques in shaping the individual's idea of the scope and character of human understanding needs more careful attention.

An indication of the trend may be discerned years back in the more extreme "bits and pieces" theories of knowledge, such as Bertrand Russell's "logical atomism" and later "logical positivism." Sharply dividing "statements of fact" from all other types of human expression, these theories, in effect, place whole areas of human understanding in a kind of limbo—including most of the value judgments upon which ethical systems and metaphysical theories have been based.

These extreme theories may well be caricatures of less reflective attitudes which tend to dominate popular thinking, as far as it goes. The suggestion, frequently is that such "impractical" basic questions are simply matters of opinion, of real interest only to a few odd types.

For most human beings, it is implied, the harsh realities of the marketplace dictate a division of attention between hard "factual" knowledge and the pursuit of pleasure in off-duty hours.

What this amounts to, of course, is a drastic limitation of the human adventure for all too many people. Human understanding extends far beyond even the most complex aggregation of "information bits," and there are whole huge areas of reasoning in which *T* or *F* is an inappropriate response. It is at least worth thinking about whether our ways of learning are actually shrinking, rather than extending, the powers of individuals.—J. E. J.

Moore County Did It

Hearing these words often, we asked 'what' and 'how'; here is the answer

by Assistant Superintendent C. Edison Powers.

The Moore County School system has received wide recognition in three areas of educational change during the past eight years. It has merged the three administrative units in the county, consolidated the 15 high schools, and has solved the desegregation problem.

On July 1, 1967, the three school administrative units (Moore County, Pinehurst, Southern Pines) merged, forming the Moore County School Administrative Unit with over 10,000 students. The merger was made possible by a special act of the 1965 Legislature and a favorable vote of the citizens in October, 1965.

Access to Consultants

Many surveys and much planning has been done prior to each change. The latest study concerning merger of the administrative units and the curriculum for the last of the three new high schools was made possible through the county's participation in the Regional Curriculum Project. This project involved three other administrative units in the State, 20 other units in the southeastern states, and six State Departments of Public Instruction. It has made possible unlimited access to consultants. (ESEA Title V project, see January, 1967 *Bulletin*.)

With a philosophy that all citizens can contribute to educational excellence, the Board of Education authorized a citizen's advisory committee to advise them and the school advisory council concerning their wishes.

Recommendations Made

After eight months of study by over 200 citizens, representative faculty members, and students, the 19 different committees made their recommendations at a public meeting.

A summation of their reports indicates that the

unit is now large enough to improve the educational opportunities for all the children in the county as well as provide for a more efficient expenditure of the school dollar.

County-Wide Tax

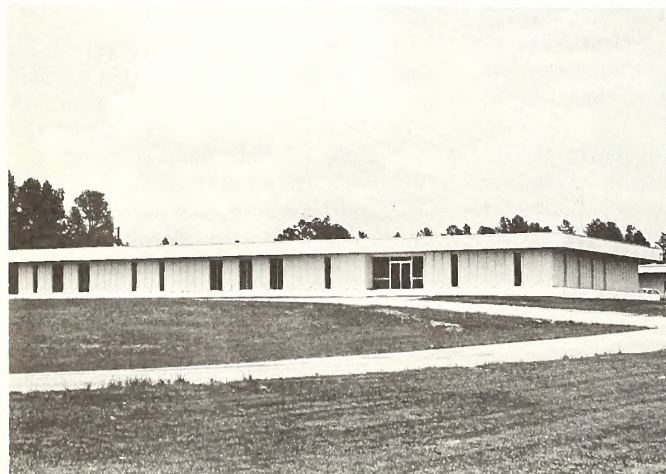
Other recommendations in the area of services included a county-wide supplemental tax to attract the best professional personnel, a broader program of special services—health, guidance, special education, music, art, supervision, etc., a dual transportation system (elementary and high school), continuous evaluation of policies, and greater opportunities for in-service training of personnel.

For the Pinecrest High School they recommended that it be an innovative high school (grades 9-12). The proposed curriculum outlined by the various committees would include around 100 different subjects but would not necessarily be organized around the Carnegie unit plan. This curriculum would include subjects to meet the needs of the 20 percent who will have superior ability and the 20 percent who will be below average.

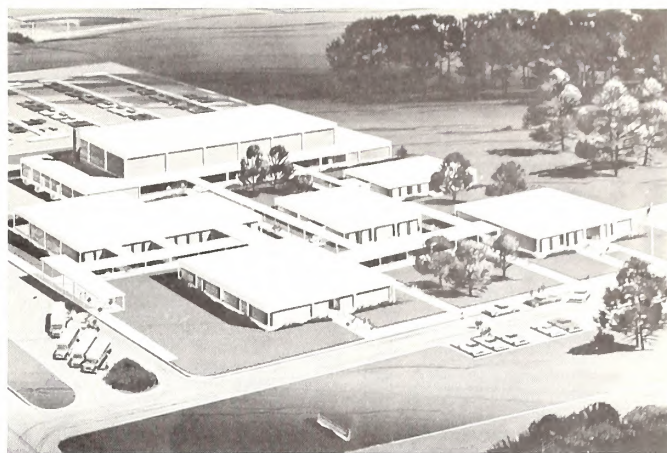
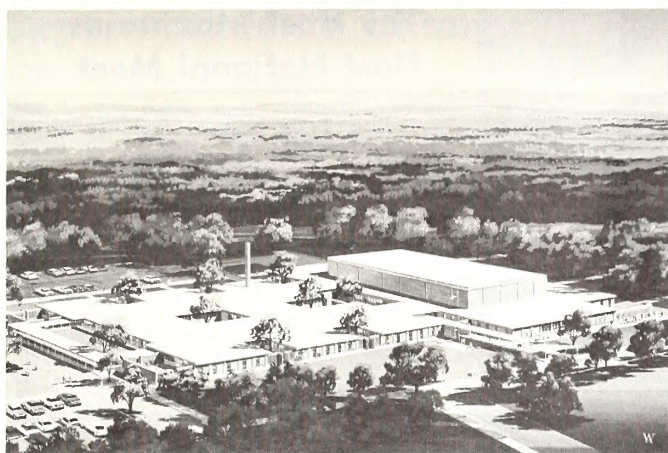
Flexible Scheduling

They further recommended that the flexibility of the new school be utilized to the fullest extent by team teaching, individualized instruction, use of all the communication techniques (TV, radio, tele-script, telephone, and telegraph) and flexible scheduling. This should result in better utilization of the human resources of the community, teachers' and students' time.

During the eight months of study, the State Department of Public Instruction provided a team of 25 consultants. In addition to serving as consultants for the committees, the various area supervisors worked with the architects in planning the new



At left is the Administration Building containing 10,000 square feet and housing offices, a board room, work areas, audiovisual production center, professional library, and the materials center. At right is the new structure, located on the same campus, which houses the transportation, maintenance, and building departments.



Union Pines High School, left, opened in 1964. It covers over seven acres. Each classroom faces an attractive court and small work areas for teachers and pupils are provided throughout the building. The North Moore High School at right serves over 600 students, grades 9-12. The building is completely air-conditioned and features flexible areas, teacher-planning areas, and a demonstration library.

Pinecrest High School. "There has never been so much planning for a school facility in this state," was the comment by a member of the architectural firm. The school will be located on a 120 acre site with a lake enhancing the beauty.

The other two consolidated schools, Union Pines and North Moore, were the result of many surveys and community planning. They meet all the qualifications of the comprehensive high school. Two surveys by the Division of School Planning and one by an outside firm have guided the board in the consolidation of the high schools.

National Recognition

Moore County was featured in the June issue of the *American Education* magazine for its leadership in desegregation of its schools.

After only 85 Negro students attended the previously all white schools under a freedom of choice plan in 1965-66, the Board decided in March, 1966 to assign students geographically in 1966-67 in two-thirds of the county served by the two new high schools since many Negro students were bussed past

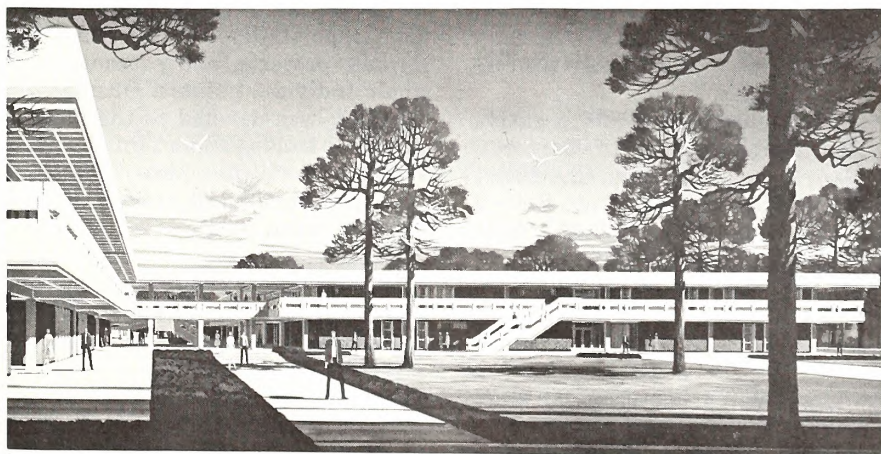
white schools. The curriculum of the large Negro high school which served the above area was not inferior to that offered in the new high schools.

After the decision was made, much planning was done by the board and citizens of the county. This involved closing two Negro schools and reassigning the 1,100 students and teachers.

Cooperation Prevails

Some schools of the county have a ratio of three to seven in the previously white schools. All faculties are integrated and a spirit of cooperation prevails. "Nobody wanted school desegregation, but the law said it had to be done, and Moore County did it in a quiet, sensible way" was the conclusion drawn by David Cooper in his article in *American Education*.

What are the plans for the future? A planning grant has been received to plan for the innovations in the new Pinecrest School. Attention will be turned toward the elementary and middle schools. In the words of Superintendent R. E. Lee, "We will continue to try to improve every facet of our school program, and if we can't, we will leave it alone."



The Pinecrest High School is now under construction. It will consolidate seven high schools and will have an opening enrollment next fall of 1,400. It is located near Pinehurst and Southern Pines on a 120-acre site which includes a lake. Over 60 acres of the land was given by State Senator Voit Gilmore.

THE PICTURES ON THESE
PAGES SHOW THE NEW
SCHOOL PLANTS IN MOORE
COUNTY BUT THE REAL STORY
OF THIS SYSTEM'S PROGRESS
— IS ITS LEADERSHIP AND
CITIZEN INVOLVEMENT.



State Superintendent Charles F. Carroll and the new president of Wake Forest University, Dr. Ralph James Seales, emerge from the Mars Hill College auditorium after Dr. Seales' address on "The Primacy of Teaching."

Superintendents Mars Hill Meet

(Continued from page 1)

In responding to the educational needs of the Nation, Estes indicated that research must be given first consideration and additional emphasis placed on program development, dissemination of information, adoption of programs, and the development of manpower. "In view of the knowledge explosion, technological advances, and our changing values," Dr. Estes insisted that, "education must make lightning fast responses to the acute needs of society, if indeed, our Nation is to survive." He dwelt heavily on innovative programs and declared that the "patterns of education must change and change rapidly if the youth of today are to be equipped for tomorrow."

Dr. James Ralph Seales, new president of Wake Forest University, in his address, "The Primacy of Teaching," said the protection and encouragement of good teachers is the most important obligation of both school and college administrators.

Busy Work?

"I would suggest that you remain alert for those situations in which paper work or committee work for teachers might be reduced. I think that in all educational institutions paper work and committee work become busy work. This may develop into a refuge for an unimaginative teacher who might be spending his time making learning a more meaningful experience. It is an area in which superintendents can help teachers develop a high regard for themselves as well as their professions."

A highlight of the conference was a review of innovative and creative ESEA Title III projects under way in the school systems of Carteret, Durham County, Greensboro, Haywood, Mooresville, Jackson, Charlotte-Mecklenburg, Rocky Mount, Greenville, and Albemarle (see State School Facts, pages 8-9). Appreciation was expressed to Associate State Superintendent J. E. Miller and the Department's Director of Statistical Services, William Peek, for the extensive information contained in a presentation entitled "Profile of Significant Factors in Education in North Carolina"—a ranking of the State's public school systems in 34 different variables.

Lively discussions resulted from the Department's professional staff presentation of "The Comprehensive Secondary School" and also from a panel on "Recruiting Teachers" moderated by Morris C. Brown of the Department and presented by Placement Officers Ray Smith, N. C. State University, Mrs. Eugene Smith, Duke University, and Robert A. Randall, Appalachian State University.

Tar Heel Mountains Host National Meet

The 17th annual conference of the National Association of State Directors of Special Education was held in Asheville during July—the first time this group has met in North Carolina. Felix S. Barker, director of Special Education for the State Department of Public Instruction, greeted the representatives from 39 states, including Hawaii, and the District of Columbia.

Keynote speaker was the newly appointed USOE Associate Commissioner for the Bureau of Education of the Handicapped, Dr. James J. Gallagher. He defined the role of the Bureau and emphasized the difference between the "authorization" and the "appropriation" of Federal funds.

Local Planning

Under ESEA Title VI, Congress has authorized, although not appropriated, \$50 million for the fiscal year just ended and \$150 million for the current fiscal year to assist states in initiating, expanding, and improving programs for the education of handicapped children. The funds are not to supplant existing programs or funds. Dr. Gallagher said creative planning for Title VI must come from state and local levels where there is more awareness of areas of priority.

Training Teachers

Several state representatives had the opportunity to describe programs, projects, and procedures in their individual states. One section meeting was devoted to the utilization of funds under Public Law 85-926 which provides funds for the training of teachers of handicapped children.

Dr. Helmer Myklebust, professor of language in the School of Speech at Northwestern University, discussed new approaches to learning problems and gave examples of treatment. The conference concluded with a banquet address by Dr. Raymond A. Horn, director of Federal programs for the Ohio State Department of Education.

Superintendents Change in 29 of State's 160 School Units

Twenty-nine of the State's 160 school administrative units have had superintendent changes since last year at this time. Eighteen units are headed by "new" superintendents of whom 11 were assistant superintendents and four were principals last year. Six of last year's superintendents now head other units or newly merged units, three became assistant superintendents, one became a principal, and most of the remaining number have accepted other educational posts.

In the list below, the name of the unit's new superintendent and his previous position is given first, followed by the name of the former superintendent.

ALAMANCE: John Deason, superintendent, Troy City Schools; replaced Calvin C. Linneman, resigned.

ALEXANDER: Dwight Lymon Isenhour, district principal, Taylorsville Schools; replaced Sloane W. Payne, retired.

ANSON: W. L. Wildermuth, superintendent of Wadesboro City Schools and now heads merged units of Wadesboro, Morven, and Anson County; Arthur Summers, formerly superintendent of Anson County unit and now assistant superintendent of merged Anson unit; R. Donald Kennedy, formerly superintendent of Morven City Schools and now superintendent of St. Pauls City unit in Robeson County.

GLEN ALPINE (Burke County): Earl C. Whitenner, LEA Director of ESEA, Title I, Glen Alpine City Schools; replaced W. A. Young, retired.

MORGANTON (Burke County): Robert A. Nelson, prior to recent graduate study at Duke University, a supervisor and teacher in Rutherford County Schools; replaced Maston S. Parham, retired.

HICKORY (Catawba County): Joseph H. Wishon, superintendent, Richmond County; replaced W. M. Jenkins, retired.

CHARLOTTE-MECKLENBURG: William C. Self, associate superintendent, Charlotte-Mecklenburg; replaced A. Craig Phillips, resigned.

CHATHAM: Perry W. Harrison, assistant superintendent, Chatham County; replaced Walter R. Dudley, now secretary of the Division of Superintendents of NCEA.

ANDREWS (Cherokee County): Fred W. Rogers, superintendent, Franklinton City Schools; replaced C. O. Frazier, now principal of Franklin High School, Macon County.

CHOWAN: Franklin L. Britt, superintendent, Pasquotank County; replaced Hiram J. Mayo, now superintendent of Craven County.

KINGS MOUNTAIN (Cleveland County): Donald D. Jones, principal, Lee H. Edwards High School, Asheville; replaced B. N. Barnes, resigned.

COLUMBUS: John J. Hicks, assistant superintendent, Columbus County; replaced T. Ward Guy who died in June.

Craven: Hiram J. Mayo, superintendent, Edenton-Chowan County Schools; replaced R. L. Pugh, retired.

LEXINGTON (Davidson County): R. Jack Davis, assistant superintendent, Lexington City Schools; replaced L. E. Andrews, retired.

EDGEcombe: C. B. Martin, superintendent, Tarboro, now serving Tarboro City and Edgecombe County; replaced Morris S. Clary who died in March.

FRANKLINTON (Franklin County): R. B. Gordon, principal, Benvenue High School, Rocky Mount; replaced Fred W. Rogers, now superintendent of Andrews School District, Cherokee County.

JONES: James W. Allen, assistant superintendent, New Bern City Schools; replaced G. W. Harriett who died in November.

LEE: Ben T. Brooks, principal, Enfield School in Halifax County; replaced J. J. Lentz, now assistant superintendent of Greensboro City.

MARION (McDowell County): C. R. Dale, assistant superintendent, Haywood County; replaced Hugh F. Beam, Sr., retired.

MOORE: Robert E. Lee, superintendent of Moore County and now heads merged units of Moore County, Pinehurst, and Southern Pines; W. Kirby Watson, formerly superintendent of Southern Pines and now assistant superintendent of the Moore merged unit; Fred G. Lewis, formerly superintendent of Pinehurst, resigned.

CHAPEL HILL (Orange County): Wilmer S. Cody, director of a Ford Foundation teacher education project in Atlanta; replaced Willard S. Swiers, resigned.

PASQUOTANK: Charles H. Weaver, superintendent of Elizabeth City and now heads merged unit of Elizabeth City and Pasquotank County; Franklin L. Britt, formerly superintendent of Pasquotank County and now superintendent of Chowan County.

PERSON: Walter S. Rogers, assistant superintendent, Person County; replaced R. B. Griffin, retired.

GREENVILLE (Pitt County): C. C. Cleetwood, assistant superintendent, Greenville; replaced J. H. Rose, retired.

RICHMOND: J. E. Huneycutt, superintendent of Rockingham City Schools and now acting superintendent of merged units of Rockingham, Hamlet, and Richmond County; A. Woodrow Taylor, formerly superintendent of Hamlet and now associate superintendent of merged Richmond unit; Joseph H. Wishon, formerly superintendent of Richmond County and now superintendent in Hickory.

ST. PAULS (Robeson County): R. Donald Kennedy, superintendent of Morven City Schools, Anson County; replaced Marion Wylie Bird, resigned.

TRANSYLVANIA: R. E. Robinson, assistant superintendent, Asheville, replaced S. H. Helton, resigned.

WAKE: Aaron E. Fussell, assistant superintendent, Wake County; replaced Fred A. Smith, resigned.

WILSON: Henry Campbell Cole, assistant superintendent, Alamance County; replaced H. D. Brown, Jr., retired.

SEPTEMBER 1967

Varied ESEA Title III Projects Fulfilling State's Regional Educational Needs

From the beginning of the ESEA Title III program in the fall of 1965 until July 1, 1967, a total of 43 PACE projects (Programs to Advance Creativity in Education) costing over \$4 million have been funded in North Carolina. These large projects are in addition to 31 mini-grants in the amount of \$606,075 approved by the U. S. Office of Education since last spring. A table on this page lists all the large PACE projects funded by July 1 and a brief description of each active grant is given below.

Albemarle City: A program in fine arts—music, drama, dance, and visual art—serves as a summer program and continues into the regular term.

Buncombe: An audiovisual and library center on the ground floor of a former school building is delivering instructional materials to 33 schools, repairing and circulating 16mm films, processing library books for seven schools, assisting in ordering instructional materials, and providing facilities for in-service education.

Buncombe/Asheville: Plans are being made for a community education center which will present dance, drama, musical performances, and art exhibitions in schools and offer students an opportunity to study in these fields.

Burke: Different methods will be explored for using the historical, cultural, and natural resources of Burke County to enrich and expand the cultural and educational life of its people.

Cabarrus: Utilizing a recently constructed planetarium with an adjacent forested area, a center for space and earth science has been established to serve children and adults.

Carteret: A marine science center has been established for the study of marine ecology by students and adults with the help of marine science experts.

Carteret: A cultural arts program provides in-service training in new approaches to the teaching of music and visual art.

Charlotte-Mecklenburg: A model unit will demonstrate modern educational concepts in areas such as nongraded schools, in-service teacher education, interdisciplinary curricular approaches, supplementary education centers, continuous progress placement, a nature center, and team teaching.

Charlotte-Mecklenburg: A residential center offers a remedial learning program to correct educational deficiencies and reorient students

Reidsville City: A continuing program of in-service education in eleven counties is training teachers in individualized instruction for grades 1-12; in diagnosing the learning difficulties and strengths of individual children; and in developing a skill-centered curriculum for mathematics, sciences, and social studies.

Robeson: A center housing a planetarium, an instructional materials center, a curriculum library, a demonstration classroom, and a cultural center is providing adults, teachers, and pupils the opportunity to broaden their knowledge.

Rockingham: A residential outdoor education program is concentrating on three areas—remedial reading for 5th, 6th and 7th grade children with average and above average intelligence and below average reading levels; a camping program for the trainable and educable mentally retarded; and a nature and conservation study program for all children.

Rocky Mount City: A supplementary education center provides an experimental teaching laboratory with a cultural and professional library. Curriculum and educational programs are being conducted to enrich the present curriculum.

Salisbury City: A center provides facilities and specialists to help improve teaching methods in nature study and natural science, space age science, visual fine arts, and local and regional history programs.

Surry: Two model nongraded schools (for grades 1-4) will be operated with programs emphasizing team planning, team teaching, and team evaluation. Supervisors, principals, college consultants, teachers and teacher aides are planning a curriculum to improve educational opportunities.

Washington City: A program that will stimulate critical thinking and decision making is being carried out in an eleventh grade U. S. history course. Instructional material has been prepared with the assistance of curriculum consultants in geography, history, political science, psychology, and anthropology.

Wayne: A center has been established to provide enrichment experiences in the language arts for students, teachers, and adults.

Winston-Salem/Forsyth: More advanced or accelerated programs in the academic and the fine and performing arts are being offered to capable children.

Yadkin: A multi-purpose center offers adult and vocational education programs, in-service teacher training, cultural enrichment programs,

Davie: Educational and cultural services will be provided in a reading center, listening and reviewing center, art instruction and exhibit room, adult education center, curriculum materials display room, child day care area, and a community culture center for the presentation of speakers, plays, musical productions, movies, and group discussions.

Durham County: A pilot school of design is testing the feasibility of training artistically inclined students in the areas of graphic and visual arts.

Durham County: A communications skill program has been established in a central location for slow learners (IQ 70-90) in two school districts.

Gastonia City: A special program of instruction with emphasis on creativity and critical thinking is planned for academically gifted children.

Greensboro City: A reading instruction center has been established to serve 21 schools in grades 1-6.

Greensboro City: Four model programs will be used to teach mathematics in four elementary schools in grades 4 through 6.

Greenville City: A program for Spanish students includes study in Latin American governments, geography, language and culture with instruction and conversation in Spanish only.

Haywood: A center serves teachers and pupils by providing materials for curricular enrichment and services.

Jackson: Methods, materials, and techniques are being developed to meet the needs of the population of the Appalachian region. A regional center will serve the area with research, instruction, dissemination of information, and the creation of a model program.

Lexington City: A nongraded middle school will integrate all subject areas into a multi-phased curriculum using instructional media and resource materials. The learning center provides a library, audiovisual materials, multi-purpose rooms, and individual study carrels.

Mooresville City: An educational media center has been established for planning and carrying out innovative and exemplary programs. A continuing in-service training program for teachers is also underway.

N. C. Board of Juvenile Correction: A guidance and social education program for delinquent youth is attempting to alleviate and reduce hostile attitudes toward school and authority.

Onslow: A summer fine arts program, offered to adults and students, provides instruction in instrumental and vocal music, drama, art, and music theory and history.

TITLE III GRANTS AS OF JULY 1, 1967

UNIT	KIND OF CENTER	TYPE	FUNDS GRANTED	STATUS
Albemarle City	Arts Center	Operational	\$41,295.00	Active
Buncombe County	Materials Center	Operational	90,452.00	Active
Buncombe County/ Asheville City	Humanities Center	Planning	49,848.75	Active
Burke County	Cultural Center	Planning	27,365.00	Active
Cabarrus County	Earth Science Center	Operational	127,037.00	Active
Carteret County	Science Center	Planning	16,756.00	Completed
Carteret County	Science Center	Operational	74,206.00	Active
Carteret County	Carteret Center	Planning	17,622.00	Completed
Carteret County	Arts Center	Operational	102,145.29	Active
Charlotte-Mecklenburg	Model School	Planning	111,171.00	Completed
Charlotte-Mecklenburg	Learning Academy	Operational	424,478.00	Active
Charlotte-Mecklenburg	Model School	Operational	550,000.00	Active
Charlotte-Mecklenburg	Teaching Services	Planning	84,366.90	Active
Craven County	Cultural Center	Operational	56,511.55	Active
Durham County	Design School	Operational	80,094.00	Active
Durham Co./City	Teaching Services	Planning	21,444.97	Active
Gastonia City	Teaching Services	Planning	109,603.00	Active
Greensboro City	Teaching Services	Operational	220,062.00	Active
Greensboro City	Model Program	Operational	150,210.00	Active
Greenville City	Latin American Center	Planning	8,000.00	Completed
Greenville City	Latin American Center	Operational	54,958.00	Active
Haywood County	Materials Center	Operational	32,389.00	Active
Jackson County	Cultural Center	Planning	38,642.57	Active
Lexington City	Learning Center	Planning	47,333.00	Completed
Lexington City	Learning Center	Operational	192,994.70	Active
Mooresville City	Materials Center	Operational	47,519.00	Active
N. C. Board of Juvenile Correction	Guidance Program	Planning	30,600.00	Active
Onslow County	Summer Arts Center	Operational	21,209.00	Completed
Onslow County	Arts Center	Operational	32,385.00	Active
Reidsville City	Teaching Services	Operational	103,983.36	Active
Robeson County	Teaching Services	Planning	20,501.00	Completed
Robeson County	Teaching Services	Operational	124,355.00	Active
Rockingham County	Outdoor Education	Operational	76,949.39	Active
Rocky Mount City	Teaching Services	Planning	26,606.00	Completed
Rocky Mount City	Teaching Services	Operational	219,741.00	Active
Salisbury City	Teaching Services	Planning	30,768.00	Completed
Salisbury City	Teaching Services	Operational	200,255.00	Active
Salisbury City	Teaching Experiment	Operational	92,801.00	Active
Surry County	U. S. History Study	Planning	57,829.00	Active
Washington City	Teaching Services	Planning	46,058.00	Completed
Wayne County	Teaching Services	Operational	136,221.00	Active
Wayne County	Teaching Services	Planning	54,654.00	Active
Winston-Salem/ Forsyth	Arts Center	Planning		
Yadkin County	Research Center	Operational	104,967.00	Active

Introducing Our New Staffers

The summer months saw a number of promotions, changes, and additions to the staff of the Department of Public Instruction. Space prevents listing all the changes, but we proudly present brief introductions of new professional staffers as of August 1.

Nancy Baum is an editorial assistant with the Division of Publications and Public Information. She holds an A.B. in English from UNC-Chapel Hill and also has done graduate work there. She taught school in Durham County and has done advertising and newspaper work in Atlanta, and North Carolina.

G. Glenn Brookshire is supervisor of Testing and Pupil Classification, Title I, ESEA. He is an experienced teacher and administrator, serving last as principal of Kings Mountain High School in Cleveland County. He holds an A.B. from Lenoir Rhyne College and an M.A. in School Administration and Supervision from Appalachian State University.

Kay W. Bullock, another editorial assistant with the Division of Publications and Public Information, has completed work for an M.A. in English at UNC-Chapel Hill and holds an A.B. in English from UNC-Greensboro. She taught two years in Raleigh and was a member of the staff at D. H. Hill Library at N. C. State University, Raleigh.

Clara Stott Carter is an associate supervisor in Audiovisual Education. A teacher with nine years' experience, she has taught two years in New Hanover County and seven years in Raleigh. She received her B.S. from Appalachian State University and her M.A. in Education from Duke University.

Samuel David Hill is Coordinator of Student Teaching in the Division of Teacher Education. He received his B.S. at Lynchburg College and his M. Ed. and Ed. D. at the University of Virginia. He has been Director of Instruction of the Warren-Rappahannock Schools in Front Royal, Va., and was an associate professor and supervisor of secondary school student teachers at Radford College.

David M. Jenkins is an associate supervisor in Audiovisual Education. He received his B.S. at Campbell College and his M.A. at Appalachian State University. He has previously served as Audiovisual Director at Palm Beach Junior College, in Lake Worth, Fla.

John J. Knox, Jr., an assistant supervisor in Guidance Services, holds an A.B. from Lenoir Rhyne College and an M.A. in Education from East Carolina University. He has taught school in Florida and North Carolina and has been a school counselor in Charlotte for the past four years.

Paul O. Lentz, an assistant supervisor in Diversified and Comprehensive Vocational Education, received his B.S. in Industrial Arts from Appalachian State University and a certificate in automotive technology from Gaston Technical Institute. In addition to working as a master plumber for three years, he taught for four years in the Greensboro and the Concord City Schools.

DEATH CLAIMS C. C. BROWN

Charles Carson Brown, 65, director of the Division of Transportation for the State Board of Education since 1941, died in Rex Hospital in Raleigh on June 30.

Brown, a native of Gatesville, moved to Raleigh in 1934. He was a leader in national and regional conferences on school transportation and served during World War II as a consultant to the Office of Defense Transportation. He was elected for two terms as president of the Transportation Section of the National Education Association. He served as a consultant to some twenty states and as advisor to representatives of several foreign nations in developing and improving their transportation systems. Brown was a member for many years of the National Interim Committee on evaluating school transportation systems and making recommendations to the National Conference on School Transportation.

At the August meeting of the State Board of Education, a resolution of respect and appreciation was adopted in recognition of his years of service.

Brown was a Mason and a member of Fairmont Methodist Church in Raleigh. He is survived by his wife, Mrs. Margaret E. McClung Brown; two daughters, Mrs. John A. Wheliss and Mrs. Richard H. Williamson; and three grandchildren.

William E. Spooner is a Television Studio Teacher. His classes in physical science will be aired from WUNC-TV, Raleigh. He received his B.S. in science education and M.S. in botany and science education from N. C. State University, and has taught for three years in the Wake County Schools and three years in Raleigh City Schools.

Jesse M. Vuncannon is supervisor of social studies. He received his A.B. in history and education and his M.A. in secondary education from UNC-Chapel Hill. He directed the Methodist School at San Jose, Costa Rica for four years. He also has served as principal four years and was a secondary school supervisor with Guilford County Schools.

Nelson Ray Wallace is an assistant supervisor in Guidance Services. He received his A.B. in Secondary Education and M. Ed. in guidance from UNC-Chapel Hill. He served for two years as guidance counselor in the Greensboro City Schools.

Mary Vann Wilkins is another Television Studio Teacher. She will broadcast her classes in U. S. History from WUNC-TV, Chapel Hill. She received her B.A. in history from UNC-Greensboro and her M.S. in history from the University of Wisconsin. She has taught for four years, including one year at the N. C. School of the Arts in Winston-Salem and one year as an instructor of history at UNC-Greensboro.

State Board Adopts Teacher Loan Rules

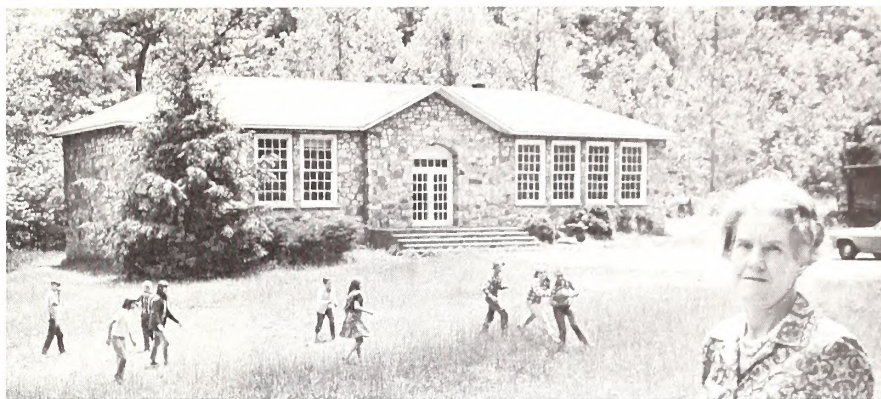
Rules and regulations governing loans made from the Scholarship Loan Fund for Prospective Teachers of the Mentally Retarded were adopted by the State Board of Education at its August meeting. In appropriating \$100,000 for this fund, the 1967 General Assembly specified that it be made available to freshmen and sophomores as well as to juniors, seniors and graduate students—a change from the 1963 provisions.

Scholarship loans in the amount of \$900 a year, \$450 a semester, \$300 a quarter, or \$150 for a six-weeks summer session will be available to students regularly enrolled in a full-time program of studies leading to a degree in teaching the mentally retarded. Recipients must agree to teach in the education system of this State for a period equal to the period for which scholarship aid was granted. The period of service repays the interest of four percent per annum as well as the principal borrowed.

Teaching service for the aid is to be completed within seven years after the period during which the aid was given. Emergency conditions causing an interruption in college attendance, or a delay in the teaching service, cannot exceed three years.

Applications are to be submitted to the State Superintendent of Public Instruction along with evidence of qualifications from the applicant's high school principal, superintendent, guidance counselor, or appropriate college official. Beginning with the junior year, recipients must submit a proposed program of studies to the State Superintendent each year. Also, they must attend institutions where programs for the preparation of teachers in this field have been approved by the State Board.

A promissory note is required and recipients are not eligible for continued aid if they change their major to another area of study or are placed on academic probation. Additional information may be obtained by writing to: Scholarships for Teachers of the Mentally Retarded, State Department of Public Instruction, Raleigh.



This picture of Mrs. Goldie Leatherwood, who taught the one-room Mount Sterling School pupils for nine years, was taken last year as her young charges played in front of the school. The school has now closed and the students are attending Tennessee schools until a new highway opens the way for them to return to North Carolina classrooms. ("Waynesville Mountaineer" photo)

State's Last One-Teacher School Closes; Students Attending Tennessee Schools

By Nancy Baum

North Carolina no longer has a one-teacher one-room school! This year the 14 pupils in the remaining such school—Mount Sterling School in Haywood County—are traveling to neighboring Tennessee for their education.

For the past nine years Mrs. Goldie Leatherwood, teaching grades one through eight, has served the one-room Mount Sterling School faithfully. This year, however, Mrs. Leatherwood will teach in the school system of Del Rio, Tenn.

Mount Sterling would have closed long ago if transportation had not presented a problem. Only one road, NC 284, leads into Mount Sterling from North Carolina. A drive on this dirt road into Waynesville takes one and one-half hours in good weather—and in bad weather the road is impassible. Since road conditions into Cocke County, Tenn. are much better, the 14 pupils are being transported by North Carolina busses and their tuition is paid with North Carolina funds. They will return to North Carolina schools when a new highway, now under construction, is completed.

Mount Sterling lies on a sliver of flat land that is bounded by the Great Smoky Mountains National Park, the Tennessee state line, the Pigeon River, and Pisgah National Forest. About 75 people, adults and children, live in the area 30 miles north of Waynesville and either farm or work for the Carolina Power and Light plant at Waterville nearby.

Isolation

The school was built in 1930 to serve the children of lumber and construction workers and has continued largely because of its isolation. As much of the area was taken into the Great Smoky National Park, the community's population began to dwindle. School enrollment began to decline. In 1949-50 there were 39 pupils, in 1954-55 there were 22, in 1959-60 there were 20, and in 1965 there were 14.

Attending school in Tennessee will be quite a change for the Mount Sterling children who have been used to eight grades in one classroom. Mrs. Leatherwood had devised her own system for teaching the eight grades at one time. Students were taught by subjects with each grade using its own textbooks. While children in the first grade spelled first grade words, the eighth graders spelled words on their level. The system worked but Mrs. Leatherwood said, "The only advantage was that the smaller ones learned from the larger ones."

Some of the children seemed nostalgic about leaving Mount Sterling School. One said, "We won't be able to slip out and fish at lunchtime."



Learning the calypso was a free-time activity for high school students attending the Academic Center for Latin American Studies at Greenville this summer.

What do North Carolina's public school pupils and teachers do during the summer months? Many of them go to school!

During the past summer all but eight of the then 169 county and city school systems in the State operated summer school sessions with a total of 108,889 students attending general education programs. An additional 45,000 students took driver education courses which were offered by all but two of the 169 school administrative units. This means more than 150,000 of North Carolina's youngsters were engaged in some form of summer study.

In the general education sessions pre-school children made up 29.4 percent of the 108,899 total; 44.7 percent of the pupils were in elementary grades; and 25.9 percent were secondary school students.

Summer School Attracts . . .

Over 7,500 teachers were employed in programs other than the 2,193 teachers who taught driver training; 993 of the State's 2,100 public schools were in use in the general education programs; and 1,330 cars were used in driver education programs.

Only 18 percent of the elementary and secondary students who took general education work were involved in make-up or repeat courses—meaning the other 52.6 percent were going to school simply because they wanted to. They were taking regular elective courses or enrichment courses (non-credit work which improves the child culturally and offers material beyond the regular school work).

Some Financed

Besides such standard courses as English, foreign languages, history, mathematics, etc., classes were held in such things as reading dynamics, creative writing, Latin American cultural, advanced literature, orchestra, drama, arts and crafts, space science, graphic arts, commercial sewing, and oceanography. Some of the programs were financed by Federal and State funds; in the others, students paid modest tuition fees to defray the operational costs.

While 8,693 of the State's public school teachers instructed in summer school sessions, thousands of others were themselves "refueling" by attending regular college courses (all institutions of higher learning report their teacher summer enrollments up), special summer institutes (many financed by Federal and/or State funds), unit-wide in-service education programs, and special workshops.

Liberal Arts

At Davidson College the Mary Reynolds Babcock Foundation and the State Department of Public Instruction helped sponsor a new Summer Liberal Arts Program for Teachers which emphasized content—overall knowledge—rather than methods of teaching. Each of two three-week sessions featured about 10 courses with a teacher-professor ratio in each course averaging about five to one.

Forty-one North Carolina businesses and industries joined hands with UNC-Chapel Hill in a special Vocational Guidance Institute for high school counselors across the State; the North Carolina Educational Council on National Purposes sponsored institutes for school teachers on "Constitutional



Students in Raleigh's summer strings program practice for an end-of-school concert.

Both Pupils and Teachers

Democracy and Communism" at Appalachian State Teachers College, East Carolina University, and UNC-Charlotte.

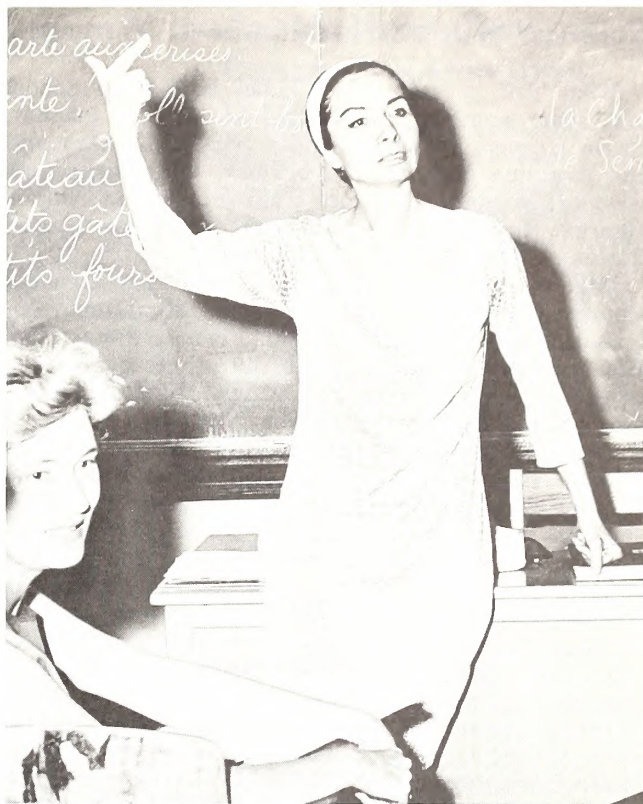
The Teacher Education Division of the Department, in cooperation with 30 senior colleges and universities, sponsored regional workshops at Mars Hill College and UNC-Chapel Hill for approximately 400 supervising teachers who work with student teachers. These were funded through Title V of ESEA and their purpose was to assist classroom teachers in developing the frame-of-reference, know-how, and role perception necessary for proficiency as supervising teachers.

Two NDEA-financed French in-service workshops were sponsored by the Teacher Education Division and the Foreign Languages Section of the General Education Division in cooperation with Lenoir Rhyne College and Western Carolina University. At WCU Mrs. Yvonne Vukovich, a French specialist who worked with the Department two years ago, came from Paris to assist with the teaching. At both workshops, courses included French civilization and culture, conversation with native speakers, composition, phonetics, laboratory operation, making tapes, round table discussions, and films.

Special Needs

Many school systems offered in-service programs for their teachers designed to fulfill special needs of the unit. For instance, Greensboro teachers to be involved in a Title III mathematics program spent their summer learning about team teaching—multi-graded and studying modern mathematics under five specialists.

A unit-wide program to improve the teaching of language arts skills in Harnett County was declared



The proper way to say "vive la France" is demonstrated by Mrs. Yvonne Vukovich who traveled from Paris to instruct North Carolina teachers during an in-service French workshop.

one of the best in-service programs in the State this summer by participating supervisors from the Department. They credited good planning, enthusiastic teachers, an excellent resource materials laboratory, and out-standing consultants and demonstration teachers for the success of the Title I ESEA-financed project. Teachers of grades 1-12 observed experienced team teachers working with children in primary, intermediate, junior high, and high school groups and a period of analysis followed each demonstration.

Space Science

Probably the most fun-filled workshops were those held for elementary teachers—plus a smattering of high school science instructors—by the National Aeronautics and Space Administration, Langley Research Center, Hampton, Va. in cooperation with the Science Education Section of the Department. They were held in Cabarrus, Asheville, and Wilmington with William Lockhard and Fred Bell of NASA, who visit schools during the regular school term and talk with students about the science of space, as instructors.

Teachers became "hep" to the language and developments of the space age as they up-dated their knowledge of space exploration and space science resource materials and audiovisual aids. They enjoyed most the construction and launching of miniature rockets and tracking them with hand-made instruments. There were some mishaps—a few rockets did not get off the ground.



An elementary teacher in the Cabarrus system uses her shoe as a hammer to prepare a tracking instrument in a space science workshop. ("Concord Tribune" photo)

Science Student is National Winner

Mike Taff, a senior at Chapel Hill High School last year, won for himself and his science teacher, Earle Harper, an expense-paid trip to Chicago and the Argonne National Laboratory, 25 miles southwest of Chicago, where they participated in Atomic Energy Research Week as guests of the United States Atomic Energy Commission.

Mike was one of 10 students to receive the Atomic Energy Commission Award at the 18th annual International Science Fair in San Francisco last May. His project was chosen out of 49 others considered in the category of nuclear physics. Mike was interviewed by 12 judges from the AEC, two of whom were Nobel Prize winners in the field of nuclear science. According to the AEC, judging was based on "the scientific excellence of the project and its relation to nuclear science, on the effectiveness of the exhibit in imparting knowledge to the general public, and on the entrant's knowledge of nuclear science as displayed during the interview."

Three other North Carolina students and their science teachers attended the Science Fair in San Francisco: Andrea Archie, and her teacher, Mrs. Clare A. Grissett of West Rowan High School; Linwood Haith, Jr. and A. T. Clark, teacher, of E. E. Smith High School in Fayetteville; and Linda Shoe and Jerry Peck, teacher, of East Rowan High School. Henry A. Shannon, Director of the State Science Fair at Duke University last April, also attended the San Francisco fair.

NEA to Have Tar Heel President

Congratulations to Mrs. Elizabeth D. Koontz, a teacher of educable mentally retarded children in Salisbury, who has been elected president-elect of the National Education Association. Mrs. Koontz will become president in July, 1968, replacing Braulio Alonso of Tampa, Florida.

Mrs. Koontz has more than 25 years' teaching experience which ranges from the elementary level to the college level. She will be the first Negro to hold the office of president of the NEA. Her work in the association includes service as president of the Classroom Teachers Association, president of the N. C. Teachers Association, and a number of committee assignments for NEA.

D. D. Dark Heads Transportation

Delphos D. Dark has been appointed director of the State Board of Education's Division of Transportation. Dark, who has been assistant director of the division for the past sixteen years, succeeds C. C. Brown, who died June 30. Dark has worked with the Division of Transportation since 1945.

He is a graduate of Wake Forest College, and previous to his employment with the Division of Transportation, was a teacher at Gold Sand School and principal of the Epsom School District—both in Franklin County.

Outstanding Educators Recognized

Several North Carolina educators have been recognized for outstanding accomplishments in their fields.

The 1967 Terry Sanford Award for "exceptional motivation and instruction of students, and for encouraging fellow teachers" was presented to Mrs. Grace Hager Andrews. Mrs. Andrews was nominated for the award by three former colleagues from Cochrane Junior High School in Charlotte. She taught last year at David Millard Junior High School in Asheville.

The award, a plaque and \$400, was made jointly for the second year by the North Carolina Education Association and the North Carolina Teachers Association.

Honorable mention and \$100 went to Robert E. Lee of Carthage, superintendent of Moore County Schools, for "creativity and innovations which led to unprecedented accomplishments in the Moore County Schools since 1959."

R. Wayne Silver was named North Carolina's outstanding young educator of the year by the North Carolina Junior Chamber of Commerce in the first annual presentation of the award. Forty-eight young men competed. First runner-up was William K. Hobbs of Brentwood School in Fayetteville and second runner-up was Jerry Peck, chairman of the science department of East Rowan County High School.

State Troubleshooting Winners

Winner of the Eastern Finals of the Plymouth Troubleshooting Contest this summer was the B. T. Washington High School team of Rocky Mount, trade and industrial education students of Emmanuel Thompson—Samuel G. Forte and James William, Jr.

The Western Finals winner was the team from Lincolnton High School, students of Craig Shrum—Darryl Saunders and John Caldwell.

The North Carolina Pupil Transportation Association met at Carolina Beach in June and elected Morris Hastings of Winston-Salem president; J. E. Latta of Hillsborough, vice-president; J. B. Lundy of Statesville, secretary; and C. J. Dobbins of Rutherfordton, treasurer. Awards for 40 years of service were presented to L. Swain Reynolds of Troy, Fred Holloman of Raleigh, and C. J. Dobbins.

Mrs. Martha Thomason, Chairman of the Foreign Language Department at Jacksonville High School, received the AATF Scholarship for travel to France and study at the Universities of Toulouse and Bordeaux this summer. Mrs. Thomason is the first North Carolina teacher to receive this award; only seven were given this year.

Superintendent Carroll Says...

(Continued from page 2)

at least the national level. In brief, the public schools have got to obtain more money in a competitive struggle and boards of education and superintendents will be the persons to whom the public shall look for leadership in obtaining the necessary money.

... I see within the schools a militancy on the part of personnel that is increasing month by month. ... I would emphasize anew today the imperative need for county and city boards of education and administrators to review personnel policies. There is need to spell out more clearly the duties and responsibilities of people in each category of services, professional and non-professional. ... It is not only desirable but necessary that due consideration be given to teacher load, to extracurricular activities, and to other relevant terms and conditions of employment. ...

Chances are good that more and more federal money will be made available to the states for innovative programs. Being different is going to receive, in a sense, more recognition than being uniform. ... Now and in the future the school system without an innovative program of a constructive nature is going to be as prominent and as easily identified as the person without front teeth.

... Principals, teachers, and cooperating personnel are going to indulge in far more variations in the organization and conduct of school affairs than ever. For instance, the uniform class period of 50 or 55 minutes in high school, five days a week, is going to give way. ... In other areas of organization and instruction there might be need for a two-hour class. Here and there a class load of 10 students might be best; in other instances, a class of 75 might be all right. Such operations will involve a B-R-E-A-K with tradition and education will be the better for it.

As never before we in public school education are going to have available to us the free services of consultants, advisers, and social activists from mushrooming federal agencies and money-laden foundations. Some of this free assistance might evolve into something compulsory insofar as federal-state relations are concerned.

... We are going to come into the employment of more and more non-certificated persons in the instructional process. ... In the use of many instructional materials ... there is opportunity to use technicians in lieu of certificated teachers. We are going to see some changes in teacher education. I see colleges providing in-depth liberal arts education for prospective teachers and I see in-service education of teachers becoming more and more the responsibility of the school system. ...

... Four weeks ago, the Chief State School Officers of the 50 states and six territories met in Washington. ... I share with you briefly some of the interests and concerns expressed by these 80 or 90 persons from every part of this Nation. ... There is need for evaluation of educational programs. The tax-paying public and government officials must be shown whether federally-financed programs are proving productive. ... U. S. Office of Educational regional offices continue to expand services without the support of the National Education Association, the American Association of School Administrators, the National School Boards Association, the Congress of Parents and Teachers, and the Council of Chief State School Officers. Who has the authority and responsibility for final decision-making? ... The "big" dollar in America is going to continue to be the federal dollar because the tax strength is in Washington. Federal programs of education have come so rapidly and with such little or even with such absence of planning as to become unwieldy. ... Consideration is being given in Washington to possible blending of categorical and general aid. ... A major concern in the Nation is that there are too many conferences involving federal-state affairs. ... The continuous by-passing of state educational agencies in the use of federal funds is receiving more and more attention by educators and congressmen. ...

A time table for the funding of programs by the federal government is perhaps the greatest need upon the horizon. ... Federal officials are expressing the hope that the Congress might provide programs for a five-year instead of a one-year period. ... Everything relating to this possible time table for funding is purely tentative and subject to change. Nevertheless, the fact that intelligent study is being given to the subject is promising of good results.

With all the foregoing implications before us through the windshield, where does the administrator find himself? I see as never before the need of the educational leader for tremendous comprehension of social, political, and economic facets of life. Such comprehension is not to be found solely in the realm of theory.

Looking to the future in full knowledge that we shall BREAK with tradition and not let tradition B-R-A-K-E us, I have profound confidence in our collective ability to observe the signs of the educational road and deliver to the people of North Carolina the program of public school education which they are demanding and to which they are entitled. So mote it be!

Appalachian Funding Concerns Committee

John M. Reynolds, member of the State Board of Education, reported to the North Carolina State Advisory Committee on Education to the Appalachian Regional Commission in June that inability or failure of smaller counties to obtain Federal funds due to a lack of matching local funds prevents these counties from obtaining Appalachian Fund assistance. Reynolds pointed out that Appalachian funds must be supplemental to other Federal funds. More densely populated areas are able to provide the matching funds for Federal projects and thus meet the requirements for Appalachian funding.

Dr. C. D. Killian, president of the seven-county group called the State of Franklin Health Council and head of the Department of Education at Western Carolina University, expressed concern over a tendency in Washington to favor metropolitan areas in funding and stressed that the population trend is toward suburban and rural areas.

Reynolds called the problem of securing funds for these counties one of the most pressing problems of the Advisory Committee on Education.

Charlie R. Byrd, a sixth-grade teacher at Traphill in Wilkes County, retired this year after teaching 43 years without missing a day. Mr. Byrd attributes his remarkable record to a combination of good health, good luck, and devotion to his work.

Students thought they were seeing double during the summer with Benjamin and James Bray, identical twins, serving on the faculty of the Governor's School. They look alike, they think alike, their choice of language is alike, their voice quality is alike. They have the same interests, the same mannerisms, and the same ringing laugh.

Vocational Schools Accreditation Studied

The Southern Association of Colleges and Schools has been asked to study the possibility of accrediting public post-secondary vocational schools. The request for the study came as a result of the Southwide Conference on Occupational Education last spring.

Felix C. Robb, director of SACS, stated that improved and expanded occupational education may be the springboard that the South needs to help its economy catch up with other regions of the nation. The 125 representatives of business, industry, and education attending the conference discussed the continuing emphasis on college preparatory curricula in high school—in spite of the fact that only 20 percent of the population graduates from colleges—and the lingering stigma attached to vocational education. Conferees felt that wider public knowledge and acceptance of vocational education are needed.

A committee named by William Pressly, SACS president, will study the proposal that the Association accredit vocational schools. The committee's recommendation will be made in November at the annual meeting of the Board of Trustees.

Taylor Joins SACS as Associate Secretary

Claude A. Taylor has joined the Southern Association of Colleges and Schools as associate executive secretary of the Commission on Elementary Schools. He will assist Commission Executive Secretary Durell Ruffin in working with the growing number of elementary schools seeking regional accreditation and will direct the expansion of the commission's leadership training program for self-studies and visitations.

Taylor, who worked with the Kentucky State Department of Education from 1950 until he accepted his new position, has served as a member of the SACS Board of Trustees and as chairman of committees which have developed standards and procedures for elementary school accreditation.

Durham County Selected for Follow Through

Durham County has been selected by the U. S. Office of Education as one of 30 school systems located throughout the country to participate in "Follow Through"—a continuation of the Headstart Program. A planning grant, to cover two and one-half months of the summer, was received the latter part of June. As the *Bulletin* went to press, Supt. Charles H. Chewning was expected to receive approval of an estimated \$296,000 first year operational grant.

The purpose of the project is "to consolidate the gains made in Headstart and develop an ungraded, tailored program which will permit children from restricted environments to make maximal educational gains in the early primary grades." Under the new program services would begin in the first grade and advance one grade each year until the first three grades are included.

Special attention is to be given to the areas of social acclimation, diet, and medical and dental training. Follow Through has gained impetus from successful Headstart programs and a university study which showed that many deprived children quickly lost the advantages they had received from Headstart when they began school under normal conditions.

RECOMMENDED READING—for those interested in the readiness of first graders—are two new papers: *School Readiness* by Dr. Harry K. Dorsett, dealing with a study of 179 disadvantaged six-year-olds at Durham and available through the State Department of Public Instruction; and *Blueprint for Personalized Development*, a proposal for a pilot kindergarten program in the Clayton Elementary School and available at a small charge through Mrs. Eloise Eskridge, supervisor of Johnston County Schools.

LOOKING BACK

In September issues of the
North Carolina Public School Bulletin

Five Years Ago, 1962

A 26-member group was named by Governor Sanford early in the summer to coordinate federal programs relating to educational television.

North Carolina public schools' in-service teacher education program enters its second year with 141 of the State's 173 school administrative units planning to participate.

Ten Years Ago, 1957

Classes by television began in 22 school systems in North Carolina on September 9.

Scholarships valued at \$350 each have been awarded by State Superintendent Charles F. Carroll to 300 prospective teachers.

Fifteen Years Ago, 1952

Charles Fisher Carroll, superintendent of High Point's city schools since 1937, was appointed August 20 by Governor W. Kerr Scott to fill the unexpired term of Dr. Clyde A. Erwin, who died July 19.

Twenty Years Ago, 1947

Thirteen hundred and five schools are operating school lunchrooms this year. This is 81 more than the number participating in this program last year.

Dr. W. H. Plemmons, Associate Professor of Education at the University, Chapel Hill, was recently elected as Executive Secretary of the State Education Commission.

Twenty-five Years Ago, 1942

North Carolina superintendents have been faced this year with many teacher resignations and the unavailability of new teachers with which replacements may be made.

According to the North Carolina Council of Churches, 55 communities provided for the teaching of Bible in the public schools during the past school year.



PUBLIC SCHOOL

BULLETIN

RALEIGH, N. C.

VOL. XXXII, No. 2

OCTOBER, 1967

STATE BOARD GOES VISITING



ABOARD THE SS ADVANCE II—State Board of Education members watch a student in the marine technology program at Cape Fear Technical Institute demonstrate a gun used aboard their training vessel to signal distress. Another student prepares to demonstrate a gun used to shoot a rope to a stationary object when mooring the ship. The Board members are, left to right, R. Barton Hayes of Hudson, Chairman W. Dallas Herring of Rose Hill, George Douglas Aitken of Charlotte, John M. Reynolds of Asheville, J. A. Pritchett of Windsor, Guy B. Phillips of Greensboro, Harold L. Trigg of Salisbury, and Charles E. Jordan of Durham. The demonstrations took place during a cruise down the Cape Fear River to the open sea and back to Wilmington on the S. S. Advance II. The Board met at CFTI, with the New Hanover County Schools as co-hosts, for its September meeting. Dr. Herring said the Board will meet in various parts of the State two or three times a year so that its members may have an opportunity to visit with personnel of the public schools, community colleges, and technical institutes. Customarily, the Board meets in Raleigh. Also participation in the two days of sight seeing and other activities, which preceded the full day of committee and board meetings on September 7, were presidents of institutions in the State's community college system and other public school officials.

DIRECTOR NAMED

(Related story on pages 8-9)

Dr. Neil Rosser of Chapel Hill has been employed as director of the Governor's Study Commission on the Public Schools and as the *Bulletin* went to press plans were being made to open an office in Raleigh. Rosser, 50, is a native of Harnett County and has been associate professor of education at the University of North Carolina since 1959. He served as principal of Raleigh's Hugh Morson Junior High School from 1955 to 1957.

Principals Meet in Three Areas of State

Between 90 and 95 percent of the public school principals of the State were able to attend the second annual conference planned for them by the State Department of Public Instruction during the third week of August. Nearly 400 from the western area of the State gathered in Lee Edwards High School in Asheville on Monday; the next day between 600 and 700 from central North Carolina met at Page High School in Greensboro; and on Wednesday the meeting at Leroy Martin Junior High in Raleigh drew around 800 from the east.

They discussed the principal's changing role in curriculum and school administration and heard State Superintendent Charles F. Carroll point out that they are obligated to be both educators and institutional managers. "The community looks to the principal to give character, status, image, tone and integrity to the school," Dr. Carroll said.

Materials given to each principal and discussed during the meetings included the new organizational chart of the Department; changes in and additions to the North Carolina Public School Laws made by the

(Continued on page 3)

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

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State Supt. of Public Instruction

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EDPRESS

VOL. XXXII, No. 2 October, 1967

Official publication issued monthly except June, July and August by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh, N. C. 27602

The kinds of things we demand schools do certainly are far removed from instruction, and they seem to be things we no longer trust ourselves to let children experience at home. We ask that children be taught to have values, to become mature, cooperative, well adjusted—in short, we ask the schools to form their emotional attitudes by a sort of mild semi-rational group therapy; and then we wonder why they learn so little . . . Earnest Van Den Haag, *The University Bookman*.

A good school must offer its students a sense of fulfillment which comes to those who use their talents. Talents which are not used cause restlessness.—James McKinney, *American School News*.

. . . By the year 2000 the Federal government will have identified education as a national concern worthy of coordination by a cabinet level Secretary of Education. Indeed, I suspect we may not wait much longer for this development . . . Herold Hunt, Harvard University.

The Primacy Of Teaching

(Excerpts from an address by Dr. James Ralph Scales, President of Wake Forest University, Superintendents Conference, Mars Hill, July 26, 1967.)

. . . The times in which we live are paradoxical, violent, and frustrating. Society makes great demands on the schools, and the schools pass on these demands to the teachers. The teacher's view of life, his view of man and man's destiny, will have everything to do with molding a generation we hope will be less violent and less frustrating . . .

Change is the order of life—only the rate has accelerated in our generation. I am announcing a sort of life tenure for all teachers, for it is a safe prophecy that every sort of competent man and woman is going to be needed in the foreseeable future. There will be radical changes — television courses, IBM machines to grade the papers, and perhaps such horrors as the one-way "big brother" screen for observing instruction from the principal's office. But if we may believe the census figures, unemployment is not likely to be our problem.

What does challenge many of us who are naturally very much concerned for our own security is not to become rutted in our thinking. . . . We are dealing literally with a centrevium, at least 100 subjects having been identified within the curricular pale of the great public high schools, which as population becomes more concentrated, absorb an ever heavier proportion of the burden of secondary education. It is hard to remember the kindly old Mr. Chips, the classicist, at the center of the educational process. . . .

Those of us to whom has been confided the custody of institutions are going to have to protect this precious seed of learning, the good teacher. All of us have one or more in our schools. A few of us are fortunate to be staffed chiefly with outstanding qualified teachers. . . . The care and nurture of good teachers is the chief attainment of good administrators.

I would say without hesitation that the teacher who is doing an honest job in teaching mathematics or science or reading is discharging his most important obligation. He must have a burning commitment to acquaint his students with the best in life; the best that has been thought and said and sung; reverence for the right; the habit of literature. Fundamental notions and attitudes, the sense for conduct, taste in what is beautiful—these are formed, tested and reformed in communion with good minds past and present. The fact that a man has been certified does not mean that he has these attitudes to impart to students. The many-sided man who sees life whole and recognizes his own weaknesses, and seeks earnestly to correct them, is needed badly—and not only in the public schools. We need these paragons in the colleges also. . . .

Whatever else the teacher is, he is a person with a commitment, a desire to change the world, and he plants that desire in his students. Every school is a place of self-discovery, and the teacher is both model and guide. . . . The good teacher tries to be impartial, but he cannot be impersonal. His job is to refine the emotions, to clarify, to inspire. . . .

We have come to accept certain stereotypes of teachers as lacking in business sense, inefficient or difficult, volatile, inconsistent, the kind of person who got into teaching because he could not succeed elsewhere. I resent the implications of the stereotype, but it is plain that many boards of education and some administrators have consciously or unconsciously accepted it.

I think that the good teacher must also be the sort of person who takes vicarious pleasure in seeing others succeed. Of course, we who do teach, want to continue to grow and exploit our own talents to the full. Some of us have lost ourselves in administration and have neglected our own spiritual and intellectual growth. Just as an aside, I would strongly recommend that every superintendent, every principal set aside a part of every day and certain longer periods on weekends to recharge his own intellectual batteries, to renew his own spirit. . . .

In my opinion, the good teacher has great compassion for the second rater. Those who have the quality of inspiring the brightest usually have remarkable ability to overcome the inertia of the dullest. . . . I know that, particularly at certain ages, these young people are not altogether lovable. I know that hard pressed men and women in the classroom cannot suffer fools gladly; yet they must overcome the temptation to concentrate on the varsity and on one single star at that. . . .

We have the opportunity as administrators to be creative, to make certain that teachers are not lost in unimaginative paper work, that they are not buried in a mountain of trivia. When superintendents can help teachers develop a high regard for themselves as well as for their profession, they have succeeded in their most important work, keeping good teachers alive.

Seven New Staffers Join State Agency

The State Department of Public Instruction has always been fortunate in having qualified personnel in its various divisions and sections. Seven such persons have recently been added to the long list.

William James Chandler, of Oak Ridge, is a supervisor of English with the Division of General Education. For 17 years he has been with Oak Ridge Military Academy, serving the preparatory school first as principal and then as superintendent and the college as dean. He also taught English in both schools. He previously served on the UNC-Chapel Hill English faculty for two years and as a lieutenant in the Naval Reserve. He holds an A.B. in economics and a M.A. in English from UNC-Chapel Hill.

Nena P. Council, of Cary, is a school food supervisor with the Division of Special Services. She has an A.B. in home economics from Meredith College and has done graduate work at UNC-Greensboro. Before joining the Department, she worked as a dietitian, a laboratory technician, and a home economist.

Della Catherine Giles, of Greensboro, is a supervisor and consultant on mental retardation with the Special Education Section of the Division of General Education. She has been an English teacher for one year, a librarian for two years, and head of the Special Education Department of the Guilford County Schools for two years. She has an A.B. in English from Guilford College and a M.Ed. in special education from UNC-Chapel Hill.

Margaret McIntyre, of High Point, has joined the Educational Media Division as Acting State Supervisor of Learning Resources. Her experience in school library work is varied. For the past 19 years she has served as a librarian for the High Point City Schools. From 1945-48 she was librarian for Appalachian High School and taught one course and supervised student librarians at Appalachian State University. She did both her undergraduate and graduate work in Library Science at ASU. During the past summer she was a visiting faculty member at the University of South Carolina.



Some of the Department staff participating in the principals conferences this year were, at left, State Superintendent Charles F. Carroll; top center, Dr. Vester M. Mulholland, director of educational research, and Roger Shurrer, secondary education supervisor; bottom center, Marvin R. A. Johnson, consulting architect with the Division of School Planning, and Associate State Superintendent J. E. Miller. At right several principals are shown registering for one of the meetings.

Principals Meet . . .

(Continued from page 1)

1967 General Assembly; rules, regulations, and policies adopted by the State Board of Education and governing textbooks, teacher allotment, special education programs, education of the exceptionally talented, driver training and safety education, school food services, sick leave and substitute teachers, extended term of employment, and salary schedules; a list and brief description of ESEA Title III projects now under way in the State; and a statistical summary which ranked all school administrative units in 16 categories.

The statistical data, described by Associate State Superintendent J. E. Miller as significant factors in education in the State which should claim the immediate attention of all principals, was drawn from a 34-variable study done by the Department's Statistical Services under the direction of William W. Peek. The complete study has been distributed to superintendents.

Other topics discussed at the meetings for principals included "The Principal and the Comprehensive School" and "Ideas and Innovations in Instruction."

Alice T. Soloman, of Raleigh, is an associate supervisor in guidance services in the Division of Pupil Personnel Services. She has worked for the past 11 years as a guidance counselor: three years in Greensboro City Schools, five years in Wake County Schools; and three years in Raleigh City Schools. She has A.B. and M.A. degrees from North Carolina College in Durham.

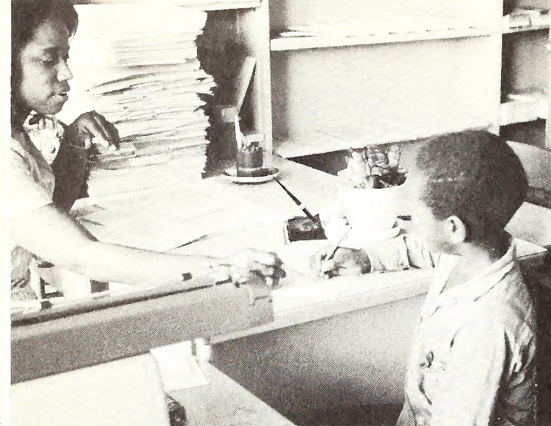
Mark Sumner, Jr., of High Point, is also a supervisor and consultant of mental retardation with the Special Education Section. He comes to the Department after nine years teaching experience in public schools. He received his B.S. in education from Western Carolina University and his M.S. in education from UNC-Chapel Hill.

William G. Tucker, of Charlotte, is also an associate supervisor in guidance services in the Division

Vocational Training Center Gets Appalachian Approval

The Appalachian Region Commission has approved the \$442,124 Hibriten High School Vocational Education Training Center which will house the combined vocational education facilities and training programs of three smaller high schools in Caldwell County. The cost of construction will be shared, with the State providing \$25,000, local sources providing \$196,062, and the Appalachian Act providing the remaining \$127,200.

of Pupil Personnel Services. For eight years he has been a guidance counselor with Charlotte-Mecklenberg schools. He has an A.B. in social studies from UNC-Chapel Hill and M.Ed. in guidance from UNC-Chapel Hill.



Testing helps a guidance counselor in Pasquotank County determine where Johnny belongs in school.

Our Migrant Story



Suspected hearing difficulty is tested in Pamlico County.

By Y. A. Taylor, State Supervisor
Program Development, Title I, ESEA

With funds provided through a special grant under Public Law 89-750, which amended the Elementary and Secondary Education Act, the North Carolina Department of Public Instruction supported educational programs for children of migratory agricultural workers who came into this state during the past summer to harvest agricultural crops. The Department cooperated with 11 county and city school administrative units in developing and initiating the educational programs for those children who met the definition of eligibility contained in the law.

500 Served

School centers were established in Camden, Pamlico, Carteret, Currituck, Harnett, Henderson, Pasquotank and Sampson Counties and in the Hendersonville City school administrative unit. By mutual agreement between the two boards of education, the school center in Pamlico County served children from both Pamlico and Beaufort Counties. The school centers provided educational opportunities for approximately 500 kindergarten and school age children who moved their place of residence at least twice during the past 12 months so that their parents could engage in an agricultural occupation.

Record Transfers

Because of the interstate movement of the children and the interstate aspects of the total educational experience of each child, guidelines for the implementation of Public Law 89-750 require that there be cooperation among the several states and agencies providing services to this group of people in the planning and initiating of educational programs. The North Carolina Department of Public Instruction worked cooperatively with other states in the east coast migratory stream in the development of a system of transferring educational records of the migratory children among the states in which they might enroll in an educational program.

To initiate this transfer record system, a meeting of representatives from the state educational agencies of several of the east coast states was held in Raleigh last February. As state supervisor of program development under Title I, ESEA, it was my

privilege to serve as coordinator for this working conference. Outcome of the meeting was the development of an experimental record transfer card which was used during the past summer for transferring information on migratory children among the states represented at the conference. Subsequent revisions of the experimental record transfer card by the Florida State Department of Education has resulted in a comprehensive record transfer card which is adaptable to the data processing systems used by the state educational agencies in the east coast migratory stream. The revised record card will be used by 13 states along the east coast beginning with the 1967-68 school year.

Transportation

The summer school programs for migratory children were operated by the local school administrative units in the school facility situated most conveniently to the migrant camps. In most instances school buses went into the camps each day to pick up the children and transport them to school. In a few instances where only a small number of children lived at a camp, teachers stopped by the camp each morning, took the children to school in their cars, and returned with them to the camp at the end of the day.

In each of the school administrative units the program was somewhat different, but there were similarities in all of them. The services which were provided for the children included, in addition to school transportation, instruction in the basic educational skills areas, guidance and testing services, food services, community welfare services, cultural enrichment opportunities, and health services.

The typical program included, at the beginning, examinations and screening by a medical practitioner. The children were tested for intestinal parasites. Those showing positive results were given treatment. T. B. skin tests were given to the children and those showing positive reactions were given chest X-rays. Nurses kept a daily check on the children and made referrals to a physician in cases where it was deemed necessary.

Shoes and clothing were provided for the children



At left a physical fitness period is under way in Henderson County; center, a music period in Sampson County; at right, Tony, in the Pasquotank program, proudly shows off a pair of new shoes.

and, in some cases, laundry service was provided so that the children could have a complete change of clean clothing every day.

Hot Breakfast

Upon arrival at school each day, the adults working in the program assisted the children in taking showers. After their showers the children were dressed in clean clothes and the clothes which had been worn the previous day were sent to the laundry. After a hot breakfast the children were taken to the wash room where they brushed their teeth before the beginning of the instructional period.

Language Skills

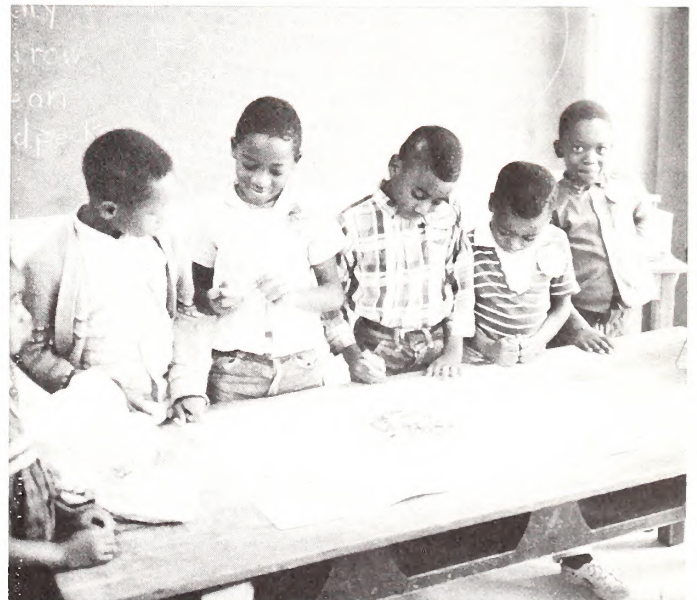
Primary emphasis in the instructional program was given to the language arts skills of reading, writing, and speaking. Other areas of instruction included arithmetic, music, science, art, and physical fitness. These activities were interspersed in the daily schedule with periods for the noon meal, rest, and an afternoon snack.

Some of the cultural activities provided for the

children included a train ride, theater productions, picnics, and trips to zoos, fire stations, museums, and points of historical interest.

To Continue

With the special allocation of funds for migrant programs to the State Department of Public Instruction, it is anticipated that the summer programs for migratory children will be continued in the summer of 1968. As additional areas of the State which use migrant farm labor are identified and become eligible for the services, migrant education projects will be developed and the summer programs for migratory children will be expanded and enlarged. Some of the changes which may be incorporated into future programs of this type will be in-service training for teachers who will be working with the children of migrant farm workers and the teaching of English as a second language to the children of Spanish-speaking parents who come into North Carolina to harvest our crops.



A typical migrant camp is shown above. This one is located in Camden County. Ventilation is from an open space near the roof line and each door opens into a small room containing a double bed. At right, children work on a science class project in Sampson County. (All photographs by Y. A. Taylor)

'New Math' Workshops Held For Jr. High Instructors

By C. M. Meek, Associate State Mathematics Supervisor

"Would you spend a day of your vacation attending an all-day workshop on the teaching of 'modern mathematics'?" This is the question that the Mathematics Section of the State Department of Public Instruction asked many of North Carolina's seventh and eighth grade mathematics teachers. Six hundred of them appeared at 10 locations (New Bern, Rocky Mount, Wilmington, Fayetteville, Edenton, Boone, Franklin, Kannapolis, and Marion) during the week of August 14 to answer overwhelmingly, "yes." Not only did teachers attend, but many supervisors and principals also came to learn what they might do to help their teachers do a better job in training the "new math."

Follow-up

The conferences were conducted as a follow-up to 50 after-school meetings held throughout the State during the past school year. At that time teachers were given an overview of the newly adopted seventh and eighth grade mathematics program along with suggestions for teaching certain topics that were new in the curriculum.

This past spring the members of the Department's mathematics staff compiled a list of topics which appeared to be most difficult for teachers. Then these questions were raised: "Why did they have difficulty? Was it due to a lack of understanding on the teachers' part? How can they best gain this knowledge?" It was decided to prepare materials for all-day summer workshops to help alleviate the misunderstandings.

During the summer an outline of selected topics was prepared with cross-references to five books from the North Carolina Supplementary Textbook List. This gave the teachers an opportunity to see concepts presented in different ways and it also provided them with a guide to additional practice problem exercises. Everyone attending the conferences was given a copy of this material, and copies were recently mailed to all schools containing a seventh and eighth grade.

Varied Methods

At the workshops a mathematics staff member presented necessary background to develop each of the selected topics and demonstrated suggested methods of teaching the concepts in the classroom. Every opportunity was taken to develop the ideas by varied means so that the teachers could have many ways to meet a single problem. Everyone was given an opportunity to solve problems similar to those with which their students are confronted.

At the beginning of each conference those attending were given a questionnaire asking them to determine the merit of many concepts which are currently being emphasized in the up-dated mathematics program. In the afternoon they were asked to complete a similar opinionnaire. This method was used to determine whether or not the workshop had changed the participants' attitude toward the modern mathematics program. In almost every instance a positive change was noted.

Language Consultant From Chile

Mrs. Gabriela Lira de Gonzalez, a native of Santiago, Chile, is a language consultant with the Department of Public Instruction during the current academic year. At the University of Chile, Mrs. Gonzalez is a supervisor of student teachers of English and a teacher of English at the demonstration secondary school of the University.



She will visit language classrooms across the State in an effort to help North Carolina's language teachers improve their methods of instruction. An advocate of the oral method of language instruction, Mrs. Gonzalez compares this method of language study to the way in which a child first listens and understands, then verbalizes, and finally studies reading, writing, and grammatical structure.

In the area of understanding teenagers and their problems, Mrs. Gonzalez has an added qualification—she is the mother of four teenage daughters.

Her husband also teaches at the University of Chile, in the medical school. Two of her daughters study there and the other two are still attending secondary school. On September 18, her country's Independence Day, Mrs. Gonzalez prepared an exhibit in her office in honor of the occasion.

Teachers were asked the following questions: "Was the workshop too long or too short; was it helpful or a waste of valuable time; could we have served you better in some other way?" The staff is now carefully analyzing each response to determine the strengths and weaknesses of the summer workshop program.

The reason for giving so much attention to this one segment of the mathematics curriculum is because seventh and eighth grade teachers are now expected to teach many topics formerly taught in senior high school classes. Many of these teachers do not have a strong background in mathematics and others have not had recent courses in mathematics. Realizing this, the Mathematics Section is devoting as much time as possible in assisting this group of teachers.

Computer Seminar

In conjunction with five of these conferences, a seminar was conducted on the use of the time-sharing computer in the public schools. Approximately 100 teachers and administrative personnel participated in these all-day sessions held at Rocky Mount, Wilmington, Fayetteville, Kannapolis, and Burlington.

At each site a terminal, connected to a centralized computer in Raleigh, was provided so that those in attendance could see some of the many applications to actual classroom instruction. In addition, they were shown how this could be used in keeping records and to do other tasks essential in the operation of a school. Every participant was given the opportunity to work at the terminal and to write a simple program.

Equivalency Certificate Program Popular

The number of civilians receiving High School Equivalency Certificates in North Carolina is now exceeding the number of military service personnel being awarded them—a reversal of the trend in existence since the “second chance” program began in this State.

The program, under the supervision of the General Education Division of the State Department of Public Instruction, is for adults who did not complete high school. A series of five tests may be taken to demonstrate general educational competency. The certificate awarded those successfully completing the tests (with scores equal to the upper 70 percent of graduating high school seniors’ scores) is recognized as the legal equivalent of a diploma from an accredited high school.

Testing Centers

Test scores for military personnel are reported through the U. S. Armed Forces Institute and those of civilians are reported by 17 authorized testing centers in the State, in addition to one center at the Governor Morehead School in Raleigh for the blind or visually handicapped. Throughout the years the number of military personnel successfully completing the tests have far outnumbered civilians until 1964-65 when 1,280 of each group were awarded certificates. During the 1965-66 year the number of civilians receiving certificates climbed to 2,174 as compared to 1,016 service personnel. During the first half of 1967, certificates were awarded to 1,304 civilians compared to 467 service personnel.

Persons interested in taking the tests apply to any county or city superintendent of schools. G. Glenn Brookshire is State supervisor of the program. He said scores on the tests, used as a basis for determining high school equivalency, measure achievement in five broad areas of knowledge: correctness and effectiveness of expression, social studies, natural science, literature, and mathematics. A total of 11,080 persons in North Carolina have received High School Equivalency Certificates during the past five years.

Dr. Bridgman Named Advancement School Head



The State Board of Education at its September meeting confirmed the appointment of Dr. John N. Bridgman, Jr., as director of the North Carolina Advancement School. He has been serving the New Hanover County Schools as supervisor of elementary education.

Dr. Bridgman is a native of Fayetteville. He received his doctorate of education from the University of North Carolina where his main area of study was curriculum. He recently completed a leave of absence from his New Hanover post during which he was educational consultant to the American Community Schools of Greece in Athens, Thessalonika, and Rhodes. While there, he also served as consultant to the Overseas School in Rome and the American School in Tel Aviv, Israel.

Alice Porter Studies at LSU

Mrs. Alice Porter, supervisor of Learning Resources, has been granted a fellowship to study in the post-master's degree program at Louisiana State University in Baton Rouge, La. Her study will include 24 hours beyond the regular master's degree in the School of Library Science.

Mrs. Porter, who has been with the Department for the past five years, has a B.S. degree from Appalachian State University and a B.S. in Library Science from the University of North Carolina at Chapel Hill. Her leave of absence will be in effect through the fall and spring semesters of the current year.

Educational TV Gets Three New Channels

This academic year three new transmitting stations have joined the educational TV network which is in its eleventh year of broadcasting. Channel 58 in Concord, WUNG-TV; Channel 17 in Linville, WUNE-TV; and Channel 33 in Asheville, WUNF-TV, are joining Channel 4 in Chapel Hill and Channel 2 in Columbia in carrying in-school education courses as well as other educational programs.

Five courses are being offered again this year: eighth grade mathematics, ninth grade physical science, tenth grade world history, eleventh grade U. S. history, and primary science. Each course in the in-school television program is developed by the State Department of Public Instruction and produced through facilities at the University of North Carolina.

Campus Studios

Along with the in-school courses, the five transmitters carry simultaneous programming from the three campus studios at North Carolina State University, the University of North Carolina at Greensboro, and the University of North Carolina at Chapel Hill.

Two studio teachers have returned to the air: Mrs. Mary Polk Gordon, mathematics, who has taught the course for the past 11 years, and Mrs. Serna Parks Fisher, world history, who is in her third year of television teaching. Two new teachers have joined the educational TV network: Miss Mary Vann Wilkins, U. S. history, and William E. Spooner, physical science. Both Miss Wilkins and Mr. Spooner were introduced to *Bulletin* readers last month.

Science Tapes

The primary science course, taught by Dr. Paul Welliver, is being presented by tapes made during previous showings. Dr. Welliver produced the primary science tapes while serving as a consultant in the Science Education Section of the State Department last year. He is presently Director of Education for the Mississippi Educational Television Authority.

STATE SCHOOL FACTS

OCTOBER 1967

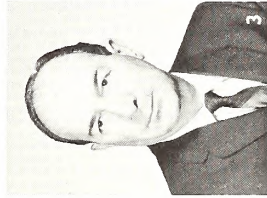
Study Commission on Public Schools Charged by Governor at Statewide Meeting



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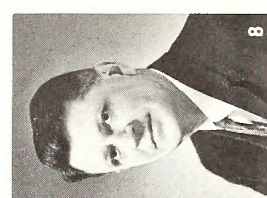
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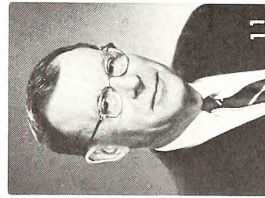
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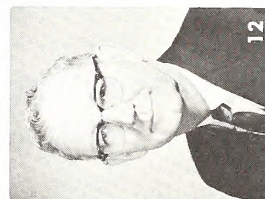
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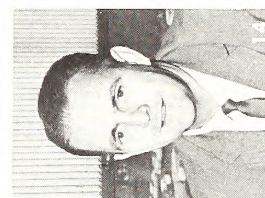
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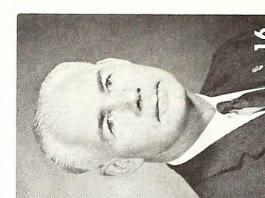
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Here are the men and women who will carry forth the 1967 General Assembly's mandate for a "detailed and exhaustive study" of the State's public school system with a target date of October, 1968 for completion of their work. (1) Sen. J. F. Allen of Biscoe, president of Biscoe Builders, Inc., is a former member of the Biscoe Elementary School Board and active in PTA work. (2) Sen. Julian R. Allsbrook of Roanoke Rapids is an attorney and has served six terms in the General Assembly. He has served on the Southern Regional Education Board, is a former school board member, and received the N. C. Public Health Association Award for Distinguished Service in 1965. (3) Rep. Allen C. Barbee is a former mayor of his native Spring Hope. He is a former newspaper owner and editor, has served in the General Assembly four terms, and is a farmer and sales executive. During the last session of the Legislature, he was vice-chairman of the House Education Committee. (4) Philip C. Brownell of Asheville is an executive vice president of Olin Mathieson Chemical Corp. and a member of the Board of Trustees of Asheville-Biltmore College Foundation. He came to North Carolina in 1947, has practiced law in New York City, and is a native of Nebraska. (5) John W. C. Entwistle of Rockingham is a farmer. He is president of the N. C. State School Boards Assn. and chairman of his city's school board. (6) Sen. Martha W. Evans of Charlotte, first woman to have served in both houses of the General Assembly, was the 1967 chairman of the Senate Education Committee. (7) J. W. Goodloe of Durham is president-elect of N. C. Mutual Life Insurance Co., past president of the National Insurance Assn., and chairman of the Board of Directors of Central Orphanage of North Carolina. (8) Conrad L. Hooper is superintendent of the Raleigh City Schools and has been in public school work for 22 years. (9) Amos N. Johnson, M. D.,

of Garland is a past president of the American Academy of General Practice, the N. C. Chapter of AAGP, the N. C. Medical Society, and the N. C. Board of Medical Examiners. He serves as an advisor to the U. S. Public Health Service. (10) Charles B. Martin is superintendent of the Tarboro City Schools and acting superintendent of the Edgecombe County Schools. He is a member of the Regional Education Laboratory of the Carolinas and Virginia. (11) William B. McGuire of Charlotte is president of Duke Power Co., a former president of the Mecklenburg County Bar Assn., a trustee of the Duke Endowment, and a director of Research Triangle Foundation. (12) Rep. R. D. McMillan, Jr. of Red Springs has served four terms in the General Assembly and was 1967 chairman of the House Education Committee. He is president of a farm machinery firm, and has an automobile dealership. He is a trustee of UNC-Chapel Hill and of the North Carolina Cancer Hospital. McMillan has been named vice-chairman of the Governor's Study Commission. (13) Mrs. Mary Cordell Nesbitt of Asheville is a former elementary teacher and currently is a special reading teacher in the Buncombe County high schools. She is president of NCEA's Classroom Teachers Assn. (14) Dr. A. Craig Phillips of Greensboro is administrative vice-president of the Richardson Foundation and has served as superintendent of schools at Winston-Salem and Charlotte-Mecklenburg. (15) Rep. C. Graham Tart of Clinton has served two terms in the General Assembly. He owns and operates a tourist business at Carolina Beach, is a former teacher, and is the current president of the Sampson County Unit of NCEA. (16) Wallace I. West of Wilmington is principal of the New Hanover Senior High School and has been in public education since 1938. He is the current president of the N. C. Principals' Assn.

of Wisconsin, and then received his doctorate from Purdue. He left a professorship at Purdue to become Dean of the School of Agriculture at NCSU during the school's greatest period of transition and growth. In 1952 Dr. Hilton returned to Iowa State University to serve that institution as president for 12 years.



The 17-member Study Commission on the Public Schools System of North Carolina was introduced by Governor Dan K. Moore on August 25 at the Governor's Conference on Public School Education. The conference, held in Memorial Auditorium at Raleigh, was attended by more than 1,000 people. Governor Moore reviewed each of the 13 areas which the General Assembly, in Resolution 81, charged the Commission to give its particular attention. A synopsis of the Governor's remarks follows:

(1) **Financial structure supporting public education.** For the operation of the public schools last year the State provided 70.6 percent of the funds, the Federal government, 14.8 percent, and local governments, 14.6 percent. For the first time, Federal funds exceeded local funds. In most of the 50 states, county and municipal governments assume the principal financial responsibility for operating public schools.

(2) **Length of the school term.** The 1960 report of the Commission for the Study of a Twelve Months' Use of Public School Buildings and Facilities for Public School Purposes was commended to the new Study Commission. This report concluded that "it is imperative that school plants should be utilized in the future for an extended period of instruction beyond the traditional nine months term." During the past summer, all but eight of the State's school administrative units offered a variety of instructional programs with nearly 109,000 pupils attending and paying their own tuitions or using Federal resources.

(3) **Training, certification, supply and demand for teachers, supervisors, and administrators.** In 1966 North Carolina ranked eighth among the 50 states in the number of new teachers (5,177) prepared; 52 percent taught in North Carolina last year and 20 percent taught in other states. North Carolina must train more and better teachers and keep them in the State; encourage more men to make teaching a career, especially at the elementary level; and consider merit pay systems and new job classifications as incentives for competent career teachers. The Commission was also asked to review the role of educational television and study its proper use for the future.

(4) **Allocation, employment and assignment of professional personnel; specifications for their positions; relationships in salary schedules; and the teacher-pupil ratio.** Among questions to be examined, two were specifically cited. Should there be greater flexibility in the allocation and assignment of teachers, allowing special assistance to units using their own resources to meet a local need? Should local school administrators be given more freedom in assigning State-paid personnel?

(5) **Adequacy of school sites, buildings, and auxiliary facilities, including purchase and construction costs, and maintenance.** An estimated 2,073 new classrooms were scheduled for completion during the last school year and 7,403 additional classrooms were needed. Since delay results in higher building costs, school building programs should be accelerated as rapidly as sound planning will permit.

cluding the reasonability of consolidating units and schools within units. Small administrative units are expensive for the taxpayer. Last year the cost of administration varied from \$27.94 per pupil in a small unit to \$4.21 per pupil in a large one. Look for ways to accelerate the rate of mergers between county and city units and of promoting mergers between small county units.

(8) **Public school food services.** North Carolina ranked fourth in the nation in percent of children participating in the National School Lunch Program. There is need for a study of the status of 12,000 school lunchroom workers and an evaluation of their wage scales. Should these persons remain employees of local units or become employees of the State?

(9) **Value of research carried on in experimental schools and projects.** Cited as the kind of valuable educational research which provides a basis for constructive change in the public schools were the comprehensive School Improvement Project, the Governor's School, the Advancement School, the Learning Institute of North Carolina, and the Regional Education Laboratory of the Carolinas and Virginia, and research being done by various universities and colleges of the State.

(10) **Relationship between the public school system and community colleges, technical institutes and industrial education centers.** Vocational guidance should be offered to all students, perhaps as early as the junior high grades. Comprehensive vocational-technical high schools may be a partial answer to the problems of school drop-outs and military rejections.

(11) **School bus transportation system.** Should bus transportation be made available for children within municipalities as well as rural areas? What is the effectiveness of North Carolina's system of student drivers as compared with that of other states employing only adult drivers?

(12) **Teaching of human values.** State school laws include a provision for instruction in Americanism and in the government of North Carolina. The Commission should review present programs of instruction in the areas outlined by the General Assembly: ethics, morality, patriotism, good character, honesty, integrity, temperance, sobriety, and the value of hard work.

(13) **Education of handicapped children.** In a survey of programs for handicapped children, conducted in 16 Eastern states by the Florida State Department of Education, North Carolina was above the average in the number of children served in programs for the educable mentally retarded, the trainable mentally retarded, and speech handicapped children. This State was below the average in the number of children in programs for the visually, physically, and hearing handicapped and the emotionally disturbed and the brain injured. The Commission was urged to utilize information gathered in this field by the State Department of Public Instruction, the North Carolina Council on Mental Retardation, and the North Carolina Study in Vocational Rehabilitation.

In addition, the Governor requested that the Commission look carefully at North Carolina's needs for kindergartens and other pre-school programs and review the General Statutes to ascertain whether or not they assure every child in the State his rightful educational opportunity.

Focus: Projects in Social Studies

By John D. Ellington, Associate
State Social Studies Supervisor

"The social studies curriculum is in a state of change." Public school administrators and teachers have been hearing such statements for the last several years. Hundreds of articles pertaining to this "change" or "proposed change" have appeared and are appearing in professional magazines and popular periodicals. In light of this avalanche of material, the conscientious educator is at a loss as to what to read or whom to believe. Social studies was the last of the basic academic areas to be brought into the recent curricular reform movement as Edwin Fenton explains in his book, *The New Social Studies* (Holt, Rinehart, and Winston, 1967.)

At the present time there are more than 75 different projects in the social studies. Financial support comes from varied sources the U. S. Office of Education, professional societies, private foundations, corporations, universities, and state departments of education. As a result of these projects, the area of the social studies is receiving more attention at all levels of education than ever before.

This past summer, 40 supervisors of social studies—representing 32 states and territories—met at Carnegie Institute of Technology in Pittsburgh to hear reports from directors of several of the leading projects. They had opportunity to see the materials being produced and used by seven of the major projects.

Sociological Resources for Secondary Schools, a project of the American Sociological Association founded by the National Science Foundation, has as its goal the development of three types of instructional materials suitable for use in secondary school courses in history, sociology, and problems of democracy. A series of 40 episodes or units will explore such subjects as the social implications of population change, religion, mobility, testing, and family structure. The project will arrange for publication of five paperback books. The first, nearing completion, is on urbanism. The other volumes will deal with family, population, criminology, and race relations.

The project is currently developing a one semester course in sociology which will serve as a model for schools throughout the country.

The High School Geography Project sponsored jointly by the National Council for Geographic Education and the Association of American Geographers, obtains its support from the National Science Foundation and the Fund for the Advancement of Education. Its first production was a course in geography for ninth or tenth grade centered around the theme of settlement. This systematic approach by theme to the study of geography replaces the traditional regional approach.

The Anthropology Curriculum Study Project, under the sponsorship of the American Anthropological Association with financial support from the National Science Foundation, proposes to explore the potential of anthropology for inclusion in the high school curriculum. Initial efforts will be made to identify anthropological concepts and data that have significance

for secondary school students and to find means for introducing these concepts and data. Most of the material is designed for ninth and tenth grade students.

The next four projects supported through the Cooperative Research Program of USOE and conducted at leading universities, are as follows:

Teaching Geography in Grades 1-3, a project conducted at the University of California at Los Angeles, is an experimental instructional program designed to teach young children in grades 1-3 the core concept of geographic theory. The materials for this project were developed and used in selected primary schools of Los Angeles County. It was discovered that young children could use highly sophisticated geographic tools.

A Law and Social Science Curriculum Based on the Analysis of Public Issues, a project conducted at the Graduate School of Education, Harvard University, grew out of a concern for the fragmented nature of existing courses of study in the social sciences in grades 7-10. A new high school social science curriculum, based on the analysis of public issues, will be developed. The book, *Teaching Public Issues in High School* (Houghton Mifflin Co., 1966), is a progress report of the first five years of the Harvard Project.

Identification of Major Social Science Concepts and Their Utilization in Instructional Materials, a project conducted at Syracuse University, proceeds in four steps: (1) identification of basic concepts by scholars in the social science disciplines, (2) submission of the list of basic concepts to classroom teachers, supervisors, and curriculum directors for suggestions and criticisms, (3) use of the final list of concepts agreed upon as a basis for preparing teaching materials, and (4) testing of materials in cooperating schools. A progress report, *Major Concepts for Social Studies*, may be secured at cost from the curriculum study center of this project at Syracuse.

The Development of a Sequential and Cumulative Curriculum in the Social Studies for Able Students is the project of Carnegie Institute of Technology. Its purpose is to produce a reasonable sequence of learning for able students, grades 9-12. The ninth grade course includes one semester of the study of comparative political systems and one semester of comparative economic systems. The theme for the first semester of the tenth grade is the development of Western traditions, and the second semester deals with the impact of the West on the non-Western world. An advanced course for American history is being developed for grade 11. A course on the behavioral sciences with elements drawn especially from psychology, anthropology, and sociology is proposed as a full year course for grade 12. Ninth and tenth grade materials of this project can now be purchased commercially.

The leading projects appear to have four main ideas in common: (1) that courses in the social studies must be more concerned with the structure of the social science disciplines, (2) that an awareness of social studies concepts must be developed by the in-

SREB Names Tar Heel Vice Chairman

New officers of the Southern Regional Education Board, elected at the annual meeting of the 15-state organization in White Sulphur Springs, W. Va., the last week in August, include Gov. Robert E. McNair of South Carolina as chairman; President William Friday of the University of North Carolina as vice-chairman; and Rep. Mitchell Denham, Marysville, Ky., secretary-treasurer.

North Carolina members of SREB attending the meeting, in addition to Friday, were Gov. Dan K. Moore; Dr. Charles F. Carroll, State Superintendent of Public Instruction; Watts Hill, Jr., chairman of the State Board of Higher Education; and State Senator Hector MacLean of Lumberton.

SREB was established in 1949 under interstate compact and has been ratified by the legislatures of 15 Southern states. During the past year it disbursed \$1,780,873 to assist more than 1,100 students to study medicine, dentistry, veterinary medicine, social work, public health, special education, and other disciplines. North Carolina appropriated \$116,615 of the total amount for education of its students in these specialized fields.

The organization also works with educators and government leaders in the region to study the South's problems and needs in education and seek ways to fulfill the needs through region-wide cooperation. It serves as an information center on education activities in the region and provides consultant services to states and institutions on problems.

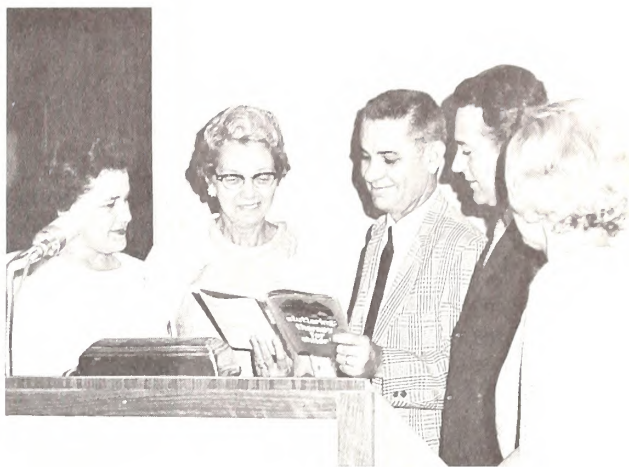
New Hanover Teaches Aerospace

Something new has been added to vocational education courses being offered this year in the New Hanover County Schools in North Carolina. An anonymous donor has made it possible for the system to add aviation instruction.

Superintendent Wm. H. Wagoner said airlines have made it known they "are hungry for people with this type of background." The new aerospace course will provide one elective credit for students in grades 10 through 12 and will meet mechanic school regulations as prescribed by the Federal Aviation Agency. James L. Gearhart, the county's vocational education director, has worked with both the FAA and the State Department of Public Instruction in planning the course.

Introduction of many more basic concepts in primary and elementary schools, (3) that this conceptual framework needs a multi-disciplinary approach at all levels, (4) and that the teaching of the social studies by the method of inquiry is imperative.

Public school people—administrators, supervisors, and teachers—are encouraged to do more reading in this vital area of curriculum development. An up-to-date bibliography and directory of projects appears in the March issue of the *Bulletin of the National Association of Secondary School Principals*; this and the numerous articles that appear in *Social Education* are excellent sources for further reading.



Dr. Harold Luper discusses his book, *Stuttering: Therapy for Children*, with (left to right) Mrs. Edith Swearingen and Mrs. Iantha W. Mitchell, both speech therapists in Concord, and Neal A. Smith and Mrs. Pearl Ramos of the State Department of Public Instruction.

'Stuttering' Institute Held

Eighty public school teachers of speech correction from across the State gathered in Raleigh on August 21-25 for North Carolina's first "Institute on Therapy for Stutterers." The Institute, under sponsorship of the Special Education Section of the State Department of Public Instruction, emphasized therapeutic procedures which are effective with children who stutter.

Program participants were Dr. Harold L. Luper, head of the Department of Audiology and Speech Pathology at the University of Tennessee in Knoxville and co-author of the book, *Stuttering: Therapy for Children*; Dr. Lawrence Vanella, Speech and Hearing Center, University of North Carolina at Greensboro; and Mrs. Pearl R. Ramos and Addison Neal Smith, associate State speech and hearing supervisors.

Dr. Luper, who was once a severe stutterer himself, told the group of speech therapists that stuttering stemmed from two main problems: excess tension in talking, and feelings the person has about speech and about himself. A child may first start to stutter because of pressure to speak correctly exerted by his parents and others. Such pressure causes anxiety and hampers the child's speech, he said.

"Reading difficulties in children may be caused by stuttering, because of a fear of reading aloud in school. Thus fear of speaking becomes a fear of reading."

Luper reviewed his book for the group and concentrated on diagnosis, evaluation, case study, and therapy procedures. Therapy procedures included instruction for beginning stutterers and severe cases, counseling of parents and teachers to help control anxiety instilled in the child, and criteria for the termination of therapy.

Therapists discussed related cases of stuttering which they had encountered throughout their work with stuttering children.

Six-State Regional Curriculum Project Report

By James E. Jackman

Workshop series on a wide variety of topics, extensive surveys, published reports, and involvement in 24 local pilot programs indicate the impact of the Regional Curriculum Project in which North Carolina is participating.

Set up with a grant under ESEA Title V, the project is intended to run for three years. Five other Southeastern states are involved—Alabama, Florida, Georgia, South Carolina, and Tennessee—but the project is nationwide in its eventual scope.

Considerable differences in the way state education agency consultants work but striking similarity in their perception of their goals was cited by Dr. Edward Brown, project director, as one of the major findings which has emerged from the first phase of the overall curriculum study. This was a survey of school personnel in the member states, aimed at determining how the subject consultant perceives and performs his role and how local school personnel regard the services of the consultant.

2,500 Tar Heels

Altogether, 14,000 local school personnel responded in the attitude survey, including 2,500 in North Carolina, and 180 consultants were interviewed in depth.

Some of Dr. Brown's comments on the differences in methods of operation were included in an article on the project, "As Others See Us," which appeared in the July edition of *Georgia Alert*, a publication of that state's Department of Education. Project Headquarters is in Atlanta.

Commenting on the divergent approaches noted, Dr. Brown observed that "in some states, curriculum consultants and Department of Education curriculum guides specially outline just how a subject should be taught. In other states the consultants

and the guides merely suggest various approaches to teaching a subject."

Even wider divergence has been observed in the organizational structure of State education agencies and their roles in various administrative areas, as indicated in *Profiles*, a special publication compiled by the project staff from data, both published and unpublished, which had been gathered by the U. S. Office of Education, the National Education Association, the Federal Bureau of the Census, and furnished by the state agencies themselves.

Comparisons

This 32-page bulletin includes charts and tables showing the structure and functions of the six state education agencies, their expenditures under major function and object headings, and comparative statistics on population, schools, finances, and major change factors affecting the public schools over the past few years.

Mrs. Mary L. Evans, North Carolina's coordinator for the Curriculum Project, observed that the scope of the project has broadened considerably since its inception. Originally it was designed as a study of curriculum guides in the member states. When it became apparent that this study could not be carried out effectively without studying the related consultative services, the proposal was redrawn.

"The purpose of the Regional Curriculum Project," Mrs. Evans said, "is to study curriculum development and the leadership roles of the State Departments in order that planned changes may be more quickly motivated and implemented in local schools." Indications are that "consultants will have more influence in change" as a result of local laboratory projects being carried out in each of the states.



Members of the Coordinating Committee for the six-state Regional Curriculum Project are shown at a meeting in the Atlanta central office. From left are Dr. Foster Warkins, researcher; Edith Miller, writer; Marshall Frinks, Florida coordinator; Dr. Edward T. Brown, director; Albert Berry, Georgia coordinator; Dr. V. B. Johnson, assistant director; David McCarthy, writer; Jesse Coles, South Carolina coordinator; Mary Evans, North Carolina coordinator; and Liz Carmichael Jones, artist. Not pictured is Lee Boone, Alabama coordinator.

*O wad some Power the giftie gie us,
To see oursels as ithers see us . . .*

A new project of educators in the Southeast might well be their answer to Robert Burns' plea. The Southern Regional Curriculum Project is, in effect, holding the mirror up to curriculum practices among the school systems in the South—and raising some questions in the process.

Twenty-four local school systems in six states are serving as laboratories to improve state education agency services in this field.

During the summer, Mrs. Evans, and several other North Carolina educators took part in a series of workshops. One of these, concerned with innovative practices and other exemplary activity conducted by state departments of education, was held in Raleigh, in cooperation with N. C. State University's School of Education. Other workshops, held in Auburn, Ala., Athens, Ga., and Columbia, S. C., covered a wide range of topics: instructional division organization, orientation of new departmental employees, developing local leadership, possibilities for in-service programs for teachers, the potential of computer test analysis for classroom instruction, the departmental data bank as a service for consultants, reorganization of small school districts, and relations between the departments and teacher training institutions.

More recently, several divisional directors and other staff members from the State Department of Public Instruction took part in a project-sponsored workshop on "State Department Planning" held Sept. 19-21 at Tallahassee in cooperation with the Florida State University School of Business.

Emphasis to Shift

In the project's second year, Mrs. Evans explained, the study emphasis will shift from the role of the consultant to the development of curriculum guides, and in the final year, on using media to disseminate information and services.

Involvement in the 24 local innovative projects has afforded opportunity to observe how consultants operate under a wide range of conditions and in a broad spectrum of activities. North Carolina's four local programs, being carried out in Greensboro, Ashe County, Moore County, and Asheboro, are concerned respectively with organization plans designed to improve achievement in mathematics and other elementary school subjects; development of ungraded primary and middle school instructional programs in connection with the Comprehensive School Improvement Project; merger of three independent school administrative units; and development of a humanities program at the tenth-grade level.

Projects in the other member states cover a wide

range of activities, including use of test results to cause curriculum changes; revision of language arts curriculum; factors involved in effecting curriculum changes to develop communicative skills; introduction of modern math in grades 1-6; utilization of closed circuit TV in special area subjects; a center for resource use and outdoor education; a model nutrition education program; experimentation with the use of academic games; and development of leadership in elementary school principals.

Improvements

Among the most important effects of the project so far, Mrs. Evans pointed out, are improved communication and sharing of findings and experience in the various areas of study, both the overall studies and the local projects. One example of how communication has been extended is in the use of long distance telephone conference hookups which have allowed local project leaders to converse directly with specialists in their area of concern in widely separated geographical locations. Participants from two humanities projects, Asheboro and Griffin-Spaulding, Ga., conferred in this manner with humanities specialists in Chicago and at UNC in Chapel Hill.

Dr. Brown explained the rationale behind the choice of curriculum development for the Southeastern regional project:

"The states of the Southeast traditionally are considered stronger in their provision for consultative services than any other region. Therefore, as we find ways to improve the role already being performed by our departments here, we will be developing a model for study and emulation throughout the country."

The primary purpose of the project, he said, is to stimulate curriculum development by helping state education agencies to look at themselves and the job their consultants are doing in the light of information obtained through the project surveys, to help the departments plan changes, and then to help in evaluating the changes.



Cabarrus Junior Historians Win Top State Award for Fifth Year

By Koy W. Bullock

Mrs. Mabel R. Blume, teacher at the Harrisburg School (grades 1-8) and advisor to the Stephen Cabarrus Junior Historian Club, believes that "you never know what you can do until you get started." Mrs. Blume and her students have accomplished quite a bit since she organized the junior history club at Harrisburg in 1962.

For each year of the club's five-year existence, the Special Achievement Award—presented annually to a Tar Heel Junior Historian Club by the North Carolina Literary and Historical Association—has been won by Mrs. Blume's advisees. The 1966-67 award, an engraved cup, will be presented at a luncheon in Raleigh in December. It goes to a winning club which has received first-place State recognition in either the Literary or Arts categories for two years, and at least honorable mention for one year.

The Stephen Cabarrus Club of Harrisburg School has won first place in Statewide competition in the Group Literary Category five times. This State recognition has resulted in the club being nominated to receive one of several awards presented by the American Association of State and Local History. These awards will be announced in December.

Postal History

The club's 1966-67 project, a history of postal service in Cabarrus County, will remain on display for one year in the Tar Heel Junior Historian Gallery of the North Carolina Museum of History in Raleigh. Previous entries of the club include a history of Harrisburg, a history of Cabarrus County Schools, and a history of Cabarrus County. The club's next project is to write the industrial history of the County.

This year the Harrisburg club project was selected for the top award from a total of 55 entries. Twenty-five entries, which emerged from regional competitions, were judged in a Statewide contest in Raleigh. Judges for the State contest were Dr. Christopher Crittenden and Mrs. Joye E. Jordan of the Department of Archives and History and Calvin L. Criner of the Department of Public Instruction.

Other winners in the three categories to receive awards in December are listed below. In each instance the top award is listed first, followed by honorable mentions.

Individual Literary Category: Ricky Benner, Central Junior High School, Greensboro, for "The Story of Guilford Courthouse and Its Famous Battle"; Betsy Welles, Leroy Martin Junior High School, Raleigh, for "The Turning of a Vote," a dramatization.

Group Literary Category: Mount Olive Club, Mount Olive Junior High School for "The Pickle Capital of the South"; Reedy Creek Club, Reedy Creek School, Lexington, for "A History of Reedy Creek, Its Homes, Churches, People"; Garland

Sandburg, Shakespeare Programs Approved; Now Being Scheduled

The State Board of Education has approved contracts for the presentations again this year, in 60 schools each, of "The World of Carl Sandburg" by the Vagabond Players of the Flat Rock Playhouse and excerpts from Shakespeare by Theatre-In-Education, Inc. of New York, N.Y.

Theatre-In-Education, a nonprofit corporation which brings "live" Shakespearean drama performed by professional actors into the public schools, has not as yet announced which scenes from Shakespeare's plays will be presented. This will be the fifth year for this program in North Carolina's high schools.

Memorial

The Vagabond Players, who comprise the official State Theatre of North Carolina, have presented Norman Corwin's adaption of "The World of Carl Sandburg" in the public schools of the State since 1964. On August 27 the group gave its 250th dramatized stage presentation of excerpts from Sandburg's stories, poems, and folk songs in the Flat Rock Playhouse as a special memorial to the late poet-biographer. Sandburg, for many years a neighbor and close friend of the Vagabond performers, attended the first presentation of "The World of Carl Sandburg" in 1962 and heartily endorsed it.

The 1967 General Assembly appropriated funds for both programs. Excerpts from Shakespeare will cost \$26,000 and "The World of Carl Sandburg" will cost \$15,000. The School Athletics and Activities Section of the State Department of Public Instruction is scheduling both of the touring programs for the current academic year, according to Raymond K. Rhodes, director. Every effort will be made to schedule the performances in schools which have previously been unable to have them, he said. Dates for the Sandburg performances are October 19 through December 1; the Shakespearean performances will start after the first of the year.

Junior Historian Club, Garland High School for a history of the community.

Arts Category: City of Oaks Club, Leroy Martin Junior High School, for an electrical map and models of homes and buildings on the Capital City Trail; Silk Hope Club, Silk Hope School, for a plantation cotton gin model; Whiteville Elementary School for a Wright brothers plane model.

In 1966-67 the Tar Heel Junior Historian Association had a membership of 3,022 students in 92 clubs across the State. In addition to providing an opportunity to enter regional and State competitions, the Association—created by the 1953 General Assembly and sponsored by the Department of Public Instruction—offers free of charge to the history clubs such things as slides, films, loan exhibits, and a quarterly periodical, *The Tar Heel Junior Historian*. The *Tar Heel Junior Historian Manual*, which includes more information about the Association and application blanks for club charters, may be obtained from the Department of Archives and History.

The Attorney General Rules

**Superintendents, Principals and Teachers;
Members of the National Guard or various
Reserve Units; Vacation and Pay while
attending Annual Active Duty Training.**

In reply to your recent inquiry: As attorney for the _____ County Board of Education, you request clarification of G. S. 127-83, which states:

*"Leaves of absence for State officers and employees.—*All officers and employees of the State, including superintendents, principals, and teachers in the public schools of the State, who shall be members of the national guard, naval militia, officers reserve corps, enlisted reserve corps, or the naval reserves shall be entitled to leaves of absence from their respective duties, without loss of pay, time, or efficiency rating, on all days during which they shall be engaged in field or coast-defense training ordered or authorized under the provisions of this chapter or as may be directed by the President of the United States."

As you know, this office has consistently taken the position that where a State employee, including Superintendents, principals, and teachers in the public schools, is called into Federal service on a temporary basis for active duty training, he is entitled to full pay from the State without loss of pay, time, or efficiency rating during the period of such training.

In order to clarify your questions as raised, we quote from your letters as follows:

"Example No. 1: Mr. Smith is employed by the School Board on a twelve months basis at a salary of \$1,000 per month. He is allowed two weeks vacation with pay each year. As a member of the National Guard, he is called upon to take active duty training two weeks each year. He is paid by the Government for his period of active duty training. Mr. Smith spends his two weeks vacation fulfilling his active duty training obligation with the National Guard. The result of this is that he receives his full salary of \$12,000 a year, plus his National Guard pay, but he does not have any vacation time other than the time spent on active duty training with the National Guard. *'Question:* Under the above circumstances, does Mr. Smith have any claim against the Board of Education for either an additional two weeks vacation time with pay or for two weeks pay in lieu of vacation?"

'Example No. 2: Assuming the same factual situation as set out in Example No. 1, would Mr. Smith have a right under the statute to require the Board of Education to give him a two weeks leave of absence for active National Guard duty each year at some time other than during his vacation period so as to give him a total of four weeks absence from his job during the year? If he does have such right, must the Board of Education pay him his full salary for the time he is on active duty with the National Guard or only the difference between his National Guard pay and his regular salary with the School Board?"

'Example No. 3: Mr. Jones is employed by the Board of Education for ten months of each year at a salary of \$1,000 per month. He takes the position that G. S. 127-83 entitles him to a leave of absence during his regular employment months without loss of pay to engage in National Guard active duty training. The Board has always understood that in such cases his term of active duty training should come during the two months during which he is not working for the

Board of Education, unless it is impossible to work it out during that time of the year (just as in the case of Mr. Smith who has a two weeks vacation each summer). Can Mr. Jones require the Board of Education allow him two weeks leave for active duty military training during the ten months of his employment? If so is he entitled to full pay from the School Board during that time or only the difference between his military pay and his school pay?"

Initially, it is noted that each fact situation deals with short periods of training service and do not involve situations of extended active duty.

As to the first inquiry, it is our opinion that Mr. Smith would have a claim against the Board for either two weeks vacation time with pay or for two weeks pay in lieu of vacation.

As to the second inquiry, Mr. Smith could require the Board to give him a two weeks leave of absence for active National Guard duty each year at some time other than during his normal vacation period. Moreover, the Board of Education must pay him his full salary for the time he is on active duty and not the difference between his National Guard pay and his regular salary with the school board.

As to your third inquiry, Mr. Jones would be entitled to two weeks leave for active duty military training during the ten months of his employment. Furthermore, he would be entitled to full pay during that time from the school board. Of course, if Mr. Jones attends active duty training during the two months during which he is not employed by the Board of Education, the Board would have no obligation either for pay or vacation.

By way of analogy, the writer is a member of the National Guard and has attended two weeks of summer camp for the past three summers. In each instance there has been neither loss of vacation nor pay. This, according to Mr. Claude E. Caldwell, Director, State Personnel Department, is the practice with respect to all State employees. Attorney General, September 18, 1967.

School Stores; Sales Taxes and License Taxes.

In reply to your recent inquiry: I refer to the situation in one of the public school units where school stores are operated and the superintendent of schools would like to know if the stores are required to pay sales taxes or any other forms of license taxes.

I have discussed this matter with the Assistant Attorney General assigned to the Revenue Department, and he tells me, and so I advise you, that school stores are required to pay sales tax, and the store in question should get in touch with the Deputy Collector of Revenue in this territory and be registered as a sales tax concern. The registration fee, I am told, is \$1, which is in addition to any and all other sales taxes that may accrue. The school store would also be liable for any special taxes involved, such as special license taxes on soft drink machines, or, aside from machines, taxes on soft drinks. The Deputy Collector can advise as to these taxes. I am told that there is no license tax on a school store due to the simple fact that there is a school store in business, or, in other words, there is no merchant's tax. I think this about covers the questions presented to you by the superintendent involved. Attorney General, September 12, 1967.

Many Students Study Abroad During Summer

By Mrs. Tora T. Ladu
State Supervisor, Foreign Languages

For students and teachers of foreign languages nothing can quite equal the experience of study abroad for making the language and its culture live in the hearts and minds of the participants. Each year the number from North Carolina who take advantage of opportunities for such study increases. During the past summer about 450 high school students with their teacher chaperones traveled and studied in Europe and in Mexico.

From the Gastonia area 30 students travel south of the border to perfect their Spanish at the Instituto Tecnológico de Nuevo Leon in Mexico. Several high school language clubs, in cooperation with local civic clubs, raised money to send students to Mexico and France.

A total of 350 students from North Carolina studied at one of the many campuses of the American Institute for Foreign Study. In addition to studying foreign language in France, Spain, Germany or Austria, students participating in this program may also study English literature at one of several campuses in the British Isles or art and history in Italy or Greece.

Some 60 students represented North Carolina in Europe at one of the Foreign Language League Schools. This organization also has campuses in many countries both for language study, for music, art, the classics, history, and comparative civilization and government.

The Experiment in International Living sponsors summer groups for both secondary and college students with adult leaders experienced in living abroad. These groups travel to 45 countries in Europe, South America, Asia, Australia, Africa and the Middle East.

Anyone desiring information on foreign study opportunities may secure addresses of sponsoring organizations from the Foreign Language Section of the State Department of Public Instruction.

New Course Designed for Secondary Faculty

A filmed in-service course titled "Teaching Reading in Secondary Schools" will be offered to approximately 70 classes for the first time this year. The course is provided as a part of the Department's In-Service Teacher Education Program with the cooperation and participation of the entire Division of General Education.

It is designed to involve an entire secondary school faculty in planning a reading program at the secondary level and an examination of the teaching techniques appropriate for each subject area offered in the secondary school. Topics of the filmed series include procedures for identifying and providing for the needs of handicapped readers; suggestions for improving vocabulary, comprehension, and retention skills; an examination of the library's function in the reading program; and the contributions of various resource people to the program.

This film series is designed primarily for teachers in grades 9-12, but it is also recommended for teachers in grades 7-8, especially when these teachers hold certification in secondary fields. The course, 15 class sessions of one and one-half hours, will carry one unit of non-college credit which can be applied toward second and subsequent renewals of Class A and higher certificates.

Deadline for receipt of 1967-68 applications for the course was October 5. However, schools interested in the program for next year may apply now or anytime prior to December 1, 1967. Further information may be obtained from Dr. James Valsame, State supervisor of In-Service Education, State Department of Public Instruction, Raleigh, 27602.

LOOKING BACK

In October issues of the
North Carolino Public School Bulletin

Five Years Ago, 1962

Twelve new consolidated schools were opened during the early fall, according to W. W. Peek, supervisor of statistical services for the State Department of Public Instruction.

Joe R. Clary, Assistant State Supervisor of Vocational Agriculture, is on leave of absence from the State Department of Public Instruction to complete graduate course work leading to a doctor of philosophy degree in agricultural education.

Ten Years Ago, 1957

A recent study shows that 62.4 percent of the total enrollment in white high schools took science last year.

Of the 229 high schools for Negroes in North Carolina, 194 were accredited as of 1956-57, according to Dr. Sam Duncan, supervisor of Negro high schools.

Fifteen Years Ago, 1952

A plea for federal funds with which to operate the public schools was the last public utterance of the late Clyde A. Erwin, North Carolina's State Superintendent of Public Instruction from October 20, 1934, to July 19, 1952.

Twenty Years Ago, 1947

Thirty North Carolinians were granted \$50 scholarships to take library training courses in summer sessions of three of the State's higher institutions.

Basal textbook adoptions for social studies, geography, anthologies, and readers for grades 7 and 8 have recently been authorized by the State Board of Education.

Twenty-five Years Ago, 1942

Half million miles without serious accident is the record made by the drivers of the Landis school bus system in Rowan County, according to figures recently released by Principal T. Frank Bostian.

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

RALEIGH, N. C.

VOL. XXXII, No. 3

NOVEMBER, 1967

Joint Effort of Schools and Industry Creates New Courses



Mitchiner Banks, left, vocational agriculture teacher at Plymouth High School, demonstrates to his class the proper method of hitching logs to a Franklin logger which pulls the logs to a loading site. C. B. Carter & Son, local pulpwood producer who is clearing pulpwood from land owned by the Weyerhaeuser Company, is cooperating in the demonstration of equipment.



The class watches trimmed logs being lifted onto pads on a truck bed by a Prentice loader; a fork lift later removes each of the pads, with the logs still in place, to a storage area.



E. K. Pitman (second from left), Weyerhaeuser Company representative, and Banks (third from left) discuss and examine pulpwood with the class in the Weyerhaeuser woodyard.

We shall not rest until we have passed beyond the tired old clichés uttered every year on Business-Education Day to work out a new dimension and a new kind of genuine partnership between educators pervasively working on the premise that business and industry are major partners, not junior partners, in the enterprise of preparation for the world of work. The stakes are too high to permit anything else.—Felix C. Robb, Director, Southern Association of Colleges and Schools

By Kay W. Bullock

Industry is actively participating in North Carolina in the development of new vocational education courses. This participation usually comes in three ways: (1) skills which are in short supply are identified by industry; (2) funds and equipment are provided for use in the instructional program; and (3) aid is given by local industry in course development, and continuing consultant services are provided. At least three new courses in the State this fall have emerged from this cooperation between industry and education.

Pulpwood Production

Mechanized harvesting of pulpwood is being taught in six schools to 90 seniors who have already completed general forestry. The aim of the course is twofold—to acquaint students with the occupational opportunities in pulpwood production and to help students develop the skills needed to become efficient pulpwood producers. The curriculum guide, prepared by the Vocational Agriculture Section of the State Department of Public Instruction, includes units which deal with methods for acquiring timber, safety in harvesting timber and using machinery, labor and management relations, accounting and record keeping, and the financing of business operations.

In 1966 T. G. Harris, chairman of the N. C. Committee of the American Pulpwood Association, spoke of the need for a course in pulpwood production in this State to V. B. Hairr, State supervisor of vocational agriculture. After a series of meetings, six pulpwood industries in the State agreed to share in the responsibilities of offering the course. Two criteria were important in the choice of schools to offer the course—the school must have had a full-year course in forestry the preceding year and the school had to be located near one of the participating industries. The local companies assigned representatives as consultants to each of the high schools offering the course:

SCHOOLS AND TEACHERS

Plymouth High
Mitchiner Banks
Creswell High
J. D. Melton
Southern Wayne, Dudley
R. K. Jernigan
West Columbus, Fair Bluff
J. R. Rabon
East Montgomery, Biscoe
J. E. Sheffield
Rutherford Central,
Rutherfordton
H. D. Dillingham

REPRESENTATIVES

Weyerhaeuser Co., Plymouth
E. K. Pitman and E. K. Ach
Weyerhaeuser Co., Plymouth
E. K. Pitman and E. K. Ach
Albemarle Paper Co.,
Roanoke Rapids
J. L. Huff and P. R. Robbins
Riegel Paper Corp., Acme
J. B. Lattay
Catawba Timber Co.,
Catawba, S. C.
William C. McMaster
Champion Paper, Inc., Canton
Lewis E. Herron
Mead Corp., Sylva
Robert Vodak

(continued on page 3)

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

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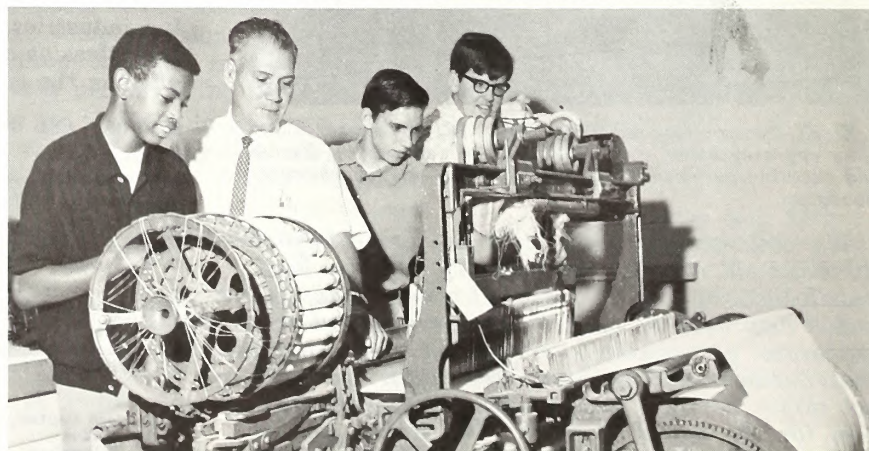
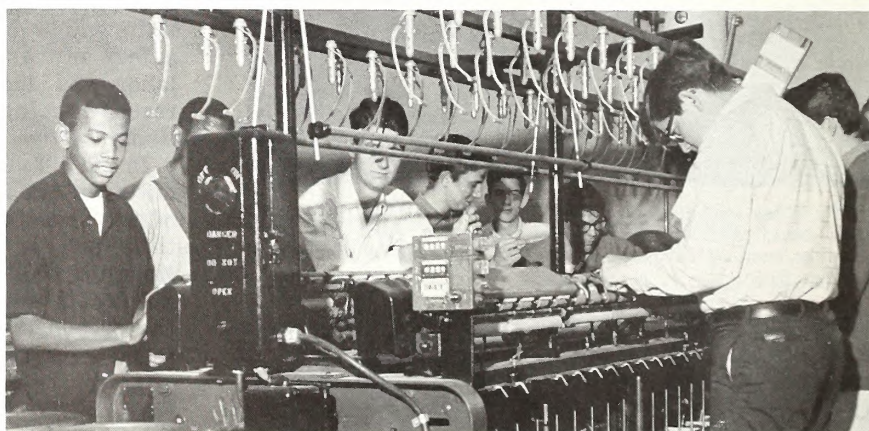
EDPRESS

VOL. XXXII, NO. 3 November, 1967

Official publication issued monthly except June, July and August by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh, N. C. 27602

The photograph at top right shows Kenneth Wooten, instructor of the new aerospace industries course at New Hanover High School in Wilmington, explaining the instrument panel of the four-passenger, single-engine Olson Ambassador to several of his students. The plane was donated to the New Hanover system by the First National Bank of Eastern North Carolina. Next, five New Hanover High School students emerge from their orientation flight to Wrightsville Beach and back in a Piper Cherokee loaned for the purpose by Aeronautics, Inc. and piloted by John Colucci. James Gearhart, the county's vocational education director, reports that one of every three students enrolled in the new aerospace industries course is a girl. In the third picture, part of the new class in textiles at A. L. Brown High School in Kannapolis ready a spinning frame for operation. In the bottom picture, William Pate, teacher of the textile course, explains to members of his class the operation of the Draper loom in the making of sheeting.

There are students who drop out of school in effect before they ever get to school. If the child needs kindergarten and can't get it, he has already started dropping out of school because many of these children will start behind, never catch up and eventually and actually drop out.—State Supt. Charles F. Carroll



Vocational Courses Given Boost By Industry Cooperation

(continued from page 1)

The participating industries sent the six vocational agriculture teachers to a three-week workshop on pulpwood production in Covington, Ga., July, 1967. This short course was sponsored by the Georgia State Department of Education, the University of Georgia, and Southern pulpwood industries. (Three schools in Georgia had courses in pulpwood production during the 1966-67 school year.)

In addition to the participating industries mentioned above, the Tidewater Equipment Co. in Washington, N. C., has also offered its facilities for field trips and demonstrations.

Aerospace Industry

New Hanover High School and John T. Hoggard High School in Wilmington are offering the first course in aviation in the State. A total of 98 students in grades 10-12 are enrolled in five classes. The course, titled "Aerospace Industry," is designed to familiarize students with the basic fundamentals of aviation and to provide an opportunity for learning about occupations in aerospace industries. The Federal Aviation Agency has approved the one-credit course. Units include the history of aviation, aircraft structure, dynamics of flight, use of flight instruments, weather, navigation, safety, and air traffic control. Future plans call for expanding the program to two years with the addition of FAA-approved courses in powerplant and airframe mechanics.

Dr. William Wagoner, Superintendent of New Hanover County schools, stated that major airlines have cited their need for young people with some aviation training. Dr. Wagoner and James Gearhart, director of the system's Vocational Education Center, planned the course with the help of the FAA, Piedmont Airlines, and the State Department of Public Instruction. They expressed the hope that students who take the course will be prepared for further training in careers ranging from commercial airline services to operations at Cape Kennedy.

Local Support

An anonymous donor contributed funds to pay for an aviation position; two half-time instructors, Kenneth Wooten and George Lancaster, both professional pilots, are teaching the course.

The First National Bank of Eastern North Carolina has presented the school system with a four-passenger single engine plane to be used in the course. Gearhart said that the plane, a one-of-a-kind experimental craft, will be used on the ground in teaching engine operation and flight techniques. The plane is fully operational, but it cannot be flown except by permission of the FAA.

Other local aid and encouragement has come from William Ryan, Air Force fighter pilot and public information officer with the 444 Fighter Interceptor Squadron, and John Colucci, III, of Aeronautics, Inc. Colucci, a local fixed-based airport operator, has offered free use of his airplanes for orientation flights for students taking the aerospace industries course.

Textile Industry

Eighteen students at A. L. Brown High School in Kannapolis are taking a course this year which is designed to give an overall view of the textile process from carding to the finished product. Local industry is providing funds, equipment, and consultant services.

W. J. Bullock, Superintendent of Kannapolis City Schools, stated that Cannon Mills Company has provided and installed in the vocational building five basic pieces of equipment: a Whiten card, which cleans cotton and converts it from a sheet of cotton into a sliver; a Saco Lowell drawing frame, which reduces the size of the sliver and enables the twist to be inserted; a 60-spindle Whiten spinning frame, which inserts the twist and places the yarn on a bobbin ready for the loom; one 46" X M Draper loom for making sheeting; and one 55" C-5 Compton and Knowles terry loom for making terry toweling. Cannon Mills will make necessary repairs and adjustments on the equipment.

Local Consultant

William Hoyle, a supervisor of on-the-job training at the Cannon company, is serving as consultant for the program.

A former overseer at Cannon Mills, William Pate, will teach the one-credit course under the supervision of Milton Lamb, ICT teacher in Kannapolis City Schools. In September the vocational team visited Springs Mills in Lancaster, S. C., where a similar course was being taught. The Kannapolis course was planned with the aid of consultants from Cannon Mills Company and the Trade and Industrial Education Section of the State Department of Public Instruction. The course is to be expanded to cover two years.

Tar Heel Mother Goose Featured

National Geographic School Bulletin (October 2) featured an article on North Carolina's own Mother Goose, Mrs. Hazel Ross Gaddy. In her refuge near Ansonville, Mrs. Gaddy offers a winter haven to 20,000 migrating Canadian geese—*Branta canadensis*. From about the first full moon in October until the first full moon in March each year, the flocks entertain as many as 25,000 human visitors.

In 1935 the late Lockhart Gaddy began noticing the disappearance of the geese he was accustomed to hunting. He placed six live decoys in his pond to attract the migrants and set up a refuge for their preservation. The first year, nine passing geese were attracted to his pond and settled for the winter. They were followed by a succession of flocks which have been increasing each year.

Mobile Features North Carolina Instructional Materials

I've been teaching North Carolina history to seventh graders for five years and never knew there were so many materials available which I could have been using.

I like that recording of Richard Chase reading North Carolina folk tales.

We need the colored slide series on Raleigh which the Department of Archives and History sells. They will be excellent to show our seventh grade classes before we make our annual trips to the capital city.

You mean we can really send some reels of blank tape to Raleigh and your tape duplicating service will make our school a duplicate of "The Ballad of Tom Wolfe," "Battle of Kings Mountain," and "Singing on the Mountain?"

How wonderful to have a bibliography listing all the publications available through the Department of Archives and History.

The above statements are examples of remarks overheard as teachers and other school personnel examined the comprehensive North Carolina collection of books, colored slides, disc and tape recordings, filmstrips, maps and flat pictures, photographs, pamphlets, magazines, booklets, and multi-media kits aboard the State Department of Public Instruction's Educational Media Mobile.

Purpose

From Murphy to Manteo boys and girls enrolled in North Carolina elementary and secondary schools are eager to learn more about their State: its people and products; its work and play; its past and present; its problems and plans; its contributions to the arts; its legends and myths; and its place in the world. And that is the purpose behind the media mobile!

Providing pupils and teachers with printed and audiovisual materials on North Carolina is a never-ending activity. Searching for and learning how to acquire these materials comprise an eternal treasure hunt.

The mobile program operates as a satellite of the Center for Learning Resources located in Raleigh and established through Titles II and V of ESEA. In operation for less than a year, the functions and services of the Center have been expanded to include consultant services to school personnel for the implementation of ESEA projects, compiling and distributing bibliographies on specific subjects, and assisting with in-service education programs.

Acquisition of new materials in a variety of media is continuous. Book collections total over 10,000 titles and already over 1,000 school personnel, teacher trainees, graduate students, and other interested persons have made use of the facilities. Here they learn what materials are available on loan and they may place orders for materials needed for individual school collections.

The primary function of the Center, however, is to assist in developing competency in the selection of instructional materials through examination. Not all school personnel can visit the Center and the media mobile is a means of taking some of the center's services to them.

Before leaving Raleigh, the media mobile's collection of approximately 1,500 instructional materials is checked. "Satellite Junior," a blue panel truck loaded with audiovisual equipment for use at an orientation program during the first day of the tour, accompanies the media mobile.

Orientation

Mrs. Vergie Cox, State supervisor of Learning Resources and Textbooks, is in charge of the media mobile program. She and two other State supervisors conduct the orientation session in a school's auditorium. School personnel throughout the unit and from neighboring school systems are invited.

"These orientation sessions are designed to carry an impact," states Cora Paul Bomar, director of the Department's Division of Educational Media. This impact is achieved through dramatizing the sights and sounds of North Carolina. "Demonstration of the use of media in classroom instruction is the heart of the orientation session and the bibliography, given to each person attending, lists each item on the mobile along with essential buying information."

The media mobile may stay at a location for reference and browsing for a week to 10 days. Quite often, parents and college classes visit the mobile in addition to school personnel. Unfortunately, requests for the Educational Media Mobile are much greater than can be satisfied with one vehicle.

To schedule a visit from the Educational Media Mobile, or to plan a visit to the Center for Learning Resources, write: Mrs. Vergie Cox, State Supervisor, Learning Resources and Textbooks, State Department of Public Instruction, Raleigh 27602.



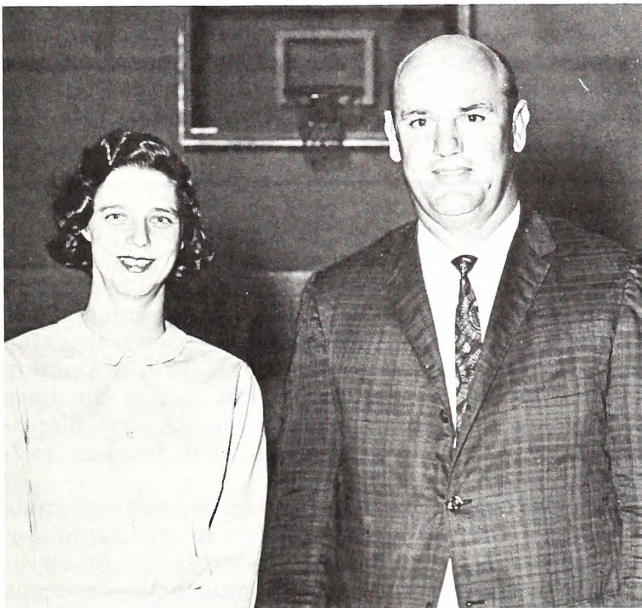
The first visit of the media mobile was to the Buncombe County system. Alice Porter, in doorway, who is now on a study leave is shown introducing the mobile to, left to right, Randall Duckett, director of the system's Audiovisual and Library Center; Superintendent T. C. Robertson; Mrs. Christine Miller, library supervisor, and Hal Weir, business manager for the county system.

Southern Wayne Develops Health Teaching Guide

By George G. Shackelford, Associate State Supervisor, Health Education

Health education is an integral part of the curriculum at every level and an essential element in the general education of all students. A major aim is to help people understand their health needs and how to meet them as individuals and as members of the family, community, nation, and world groups. School administrators and teachers can help solve many of the problems of today's youth (self-medication, early marriage, growth failures, venereal disease, illegitimacy, narcotics, obesity, and health misconceptions) by providing a well-planned curriculum including formal courses in health education.

Through adequate education for health, students can be provided with: (1) needed information on crucial problems such as those mentioned above; (2) an opportunity to discuss problems of interest; (3) an opportunity to use real problems in studying the process of critical thinking; (4) an interest in the health and safety aspects of their own daily activities; (5) a sense of personal health responsibility; (6) a critical attitude toward advertising of health services and products; (7) an understanding of their own growth and development; (8) an opportunity to develop the ability to understand and interpret health information; (9) knowledge and skill to recognize quackery; (10) appreciation for good health; and (11) pride in developing and maintaining good health.



State health education supervisors believe each school would benefit from developing its own teaching guide to fit the needs and resources of the community and school. They offer congratulations to these two teachers, Charlotte Edwards and Norman Clark, for such a guide developed by them for Southern Wayne High School.

"Health Education Teaching Guide," developed under the guidance of Charlotte Edwards and Norman Clark for Southern Wayne High School, is an outgrowth of many of these principles. Aims and objectives were established with regard to the total school program; physical, social, and emotional development of the child are of particular interest. The instructional program is flexible enough to be adapted to the needs of all pupils.

Seven Parts

Each instructional unit in the teaching guide is divided into seven parts and all play an important role in the overall plan: (1) introduction; (2) anticipated outcomes; (3) content; (4) suggested activities; (5) evaluation; (6) audiovisual aids; and (7) bibliography. New materials may be added under the appropriate heading at any time. The needs, facilities, and resources of the school community were kept in mind and the introductory phase of each teaching unit gives both general and specific background material.

Content of the teaching guide developed at Southern Wayne includes: nutrition; alcohol, tobacco, and narcotics; first aid; safety; study of the eyes and ears; communicable and noncommunicable diseases; mental health; systems of the body; dental hygiene; consumer education; and environmental health. Each instructional unit shows a list of audiovisual aids available or easily accessible and each unit also lists a bibliography for further study.

As an example, we have listed below the suggested activities from the unit on mental health.

A. INITIATE THE UNIT

1. Discuss the background material in the text; develop an outline on the blackboard.
2. Assign the following reports:
 - a. What is mental health?
 - b. What do we do to cure mental illness?
 - c. What is the difference between organic and functional disorders?
 - d. What is meant by the term psychoanalysis?
3. Use bulletin board showing pictures of mental health.
4. Invite a church minister to speak to the class concerning mental health.
5. Have students find what the community does to help people with mental disorders (ask nurses, physicians, church workers, and social workers).
6. Assign special reports on how mentally ill people have been treated at various times in various countries. Compare treatment in the past with that used today in modern, well-equipped hospitals.
7. Have a debate between class members about the statement: "It is more important that criminals be treated for their mental illnesses than that they be imprisoned."
8. Assign a report on the role of occupational therapy in the treatment of a person in a mental hospital.

(continued on page 6)

Four New Publications Issued

Several recently issued publications of the State Department of Public Instruction have drawn favorable comment from educators.

Intended mainly for use in teacher recruitment, *Live and Teach in North Carolina* (publication 403) is the first four-color process publication ever issued by the Department. The 16-page brochure offers glimpses of many facets of life in North Carolina and gives information about features likely to be of interest to experienced and prospective teachers. It was produced by the Division of Teacher Education with the cooperation of the Division of Publications and the Division of School Planning, as well as the Travel Information Bureau of the Department of Conservation and Development.

Educable Mentally Retarded—Guide for Curriculum Development (publication 401) is filling a gap in curriculum planning materials. Its 47 pages offer a survey of the characteristics of the educable mentally retarded, program goals, principles and methods of instruction, relation of traditional curriculum areas to education of the mentally retarded, an outline chart of suggested sequential curriculum, and a detailed list of basic learnings which can be expected of various levels of educable mentally retarded students. It was produced by the Special Education staff of the Division of General Education.

A revised edition of *Athletics in North Carolina Public Schools* (publication 376) contains new and revised athletics regulations adopted by the State Board of Education since the April 1965 printing.

A duplicated pamphlet, *Special Interest TV Guide*, was produced by the Television Education staff of the Department and offers a brief rundown on several series of ETV programs—In-School Television, In-Service Television, Adult Farmer Education, Methods for Modern Teachers, and School Food Service. These programs can be viewed over the five stations of the UNCET now in operation.

Health Teaching Guide

(continued from page 5)

B. DEVELOP THE UNIT

1. Lead in a discussion of mental health and its importance to the individual.
2. Explain completely how mental health differs from physical health.
3. Discuss assigned reports.
4. Discuss assigned chapters and the meanings of terms in each chapter.
5. Discuss the different types of mental disorders.
6. Discuss the filmstrip entitled, "Mental Health."
7. Have students use anatomical chart and study the cerebrum in great detail.
8. Discuss some diseases, injuries and functional disorders and organic disorders that our brain is subjected to.
9. Discuss the meaning of paresis, psychiatrist, psychosomatic, psychoneurosis, psychosis, therapist, schizophrenia, paranoia.

Projects Statistically Evaluated

Research Triangle Institute has recently been assisting in the statistical evaluation of ESEA projects in Northampton and Richmond Counties. The evaluation was based on test performances of students on the California Test of Mental Maturity and the California Achievement Test. Classification variables include grade within school and such socio-economic characteristics as family income and education of parents.

Two basic types of statistical analyses were performed. The first involved the development of percentiles for the local schools by grade and for each component of the tests. The local percentiles were compared with national norms to ascertain general areas of weakness and strength and to examine changes in the differences from grade to grade. Local percentiles from consecutive years of testing are also being compared to indicate progress over the time period involved.

The second type consisted of comparisons of mean scores for selected groups. Scores from different schools within each county were compared to determine the subject areas in which children of these schools tended to exhibit noticeably weak or noticeably strong performances. Comparisons were also made among students in different socio-economic groups in order to ascertain the effect of the corresponding socio-economic factors on performance. In particular, family income and education of parents have been found to be important elements in predicting test performance.

Both of the counties concerned have used the statistical analyses as a part of their ESEA project evaluation submitted to the State Department of Public Instruction. The results are potentially useful in identifying the need for curriculum changes and in the planning and design of future projects. A more complete description of the procedures used can be obtained from Dr. A. L. Finkner, Statistics Research Division, Research Triangle Institute, Research Triangle Park, N. C. 27709.

For any teaching guide to be utilized to the fullest, the anticipated outcomes as they relate to the aims and objectives of the programs should be well-established and firmly entrenched in the mind of the teacher. Also, a very vital part of any teaching guide is the evaluation procedure. This evaluation may be by teacher and/or student and in the form of oral and written tests, class reports, oral discussion, use of audiovisual aids, and teacher self-evaluation.

Constructing a health education teaching guide involves many hours of research and writing on behalf of the teachers, but the reward is invaluable to the school, community, and students. Revisions should be continuous; as new materials and resources become available, they should be added to related units.

Congratulations to Miss Edwards and Mr. Clark for developing this highly functional teaching guide for their school.

Old Salem Provides Setting For American History Study

Old Salem, Inc. and Wake Forest University will pool their resources again next summer to offer a unique course for teachers of history. The six-week course, "American Foundations," was offered for the first time last summer as an experiment in a three-dimensional approach to history. It was so well received by the teachers enrolled that the decision was made immediately to repeat it.

The stated objectives are to offer a course with a course with a solid foundation of written history beginning with Pre-Columbian America and continuing through Jacksonian Democracy; to illuminate and broaden this foundation material by including the study of artifacts, restored buildings and historic sites; and to stimulate teachers to use written history and the artifact creatively in the classroom.

Class sessions were held in Old Salem, Winston-Salem's restored 18th century Moravian town. The faculty last summer included members of the history department of Wake Forest University and staff members of Old Salem, Inc. In addition to classroom work, the students studied the architecture, music, furnishings, crafts, and way of life of the early Moravians as demonstrated in the restored village. They also made field trips to Town Creek Indian Mound, Tryon Palace, the State Museum of History and other historic points.

Visiting lecturers during the final week of the summer session were Dr. Edward P. Alexander, vice president of Colonial Williamsburg; Charles F. Montgomery, senior research fellow and former director of the Henry Francis duPont Winterthur Museum, Winterthur, Del.; Dr. Christopher Crittenden, director of the North Carolina Department of Archives and History. Co-ordinators of the course were Nicholas B. Bragg, director of education and interpretation at Old Salem, and Dr. Percival Perry, professor of history at Wake Forest University.

"The idea of this type of teaching is not new," Bragg said, "but it is a method that has not been widely used, and as far as we know, last summer was the first time in North Carolina that a university and a restoration have combined their resources to offer it." The presence of Wake Forest and Old Salem in the same community provided a natural setting for the experiment, he said.

The response of the teachers was universally enthusiastic. Interviewed by the local press, one called it "an exciting course." Another said it had given her "more of an understanding of what colonial life was really like." Said another: "I can't even begin to express the benefits I have derived from the course, not only from the teacher's standpoint but a student's viewpoint, too."

The course next summer will be open to teachers of American history throughout the United States. It carries six semester hours of graduate credit toward a master's degree in history or can be used for certificate renewal.



Frank L. Horton, director of research at Old Salem, served on the faculty of the "American Foundations" course last summer. Here he is shown with students during a session on Moravian architecture, using the restored buildings in Old Salem as illustrations. In the background is the Winkler Bakery, built in 1800 and now being restored.

Catholic educators of the Diocese of Raleigh, assembled at Winston-Salem last month for their annual Teachers Institute, paid tribute to the Rt. Rev. Msgr. Edward T. Gilbert of Goldsboro on his retirement as Diocesan Superintendent of Schools after 27 years in that post. During his administration the number of parochial schools in the diocese increased from 25 to 61 and enrollment from 2,211 to 13,013. His successor as superintendent, the Rev. Donald F. Staib, has been serving as coordinator at Notre Dame High School and as pastor of the Parish of Pope Pius X in Greensboro.

Dr. Harold L. Trigg of Salisbury represented the State Board of Education at the annual meeting of the National Association of State Boards of Education in New York City last month. Of particular concern at the meeting was the large number of children to be educated in urban areas of the nation and the insufficient revenue from local, and sometimes state, sources with which to do the job. NASBE began with 15 member states just eight years ago. This year 250 participants from 56 states and territories attended the conference.

STATE SCHOOL FACTS

NOVEMBER 1967

Role of Aides in Title I ESEA Programs Wins Strong Endorsement by Educators

School administrators and teachers feel that teacher aides, library aides, office aides, and other types of aides are proving their worth in North Carolina, and the aides generally find the work they do stimulating and rewarding.

These are among the major findings based on responses to a survey conducted by the State Administration staff for Title I, ESEA, on the use of aides in Title I programs during the 1966-67 school year. Results of the survey are reported in *Aides for Better Schools*, a 47-page report prepared under the direction of Dr. Joseph M. Johnston. Mrs. Beatrice Criner edited the publication.

Over the past four years the number of aides employed in North Carolina's schools increased from a scant handful in two administrative units to more than 4,000. During the 1966-67 school year, 157 of the State's 169 school administrative units employed a total of 3,794 aides under Title I. Of this number, 3,272 were employed as teacher aides, 497 as library aides, 37 as office aides, 25 as health room aides, 6 as audiovisual aides, 5 as guidance aides, 5 as visiting aides, 4 as physical education aides, and one each as reading laboratory, art, and social work aides.

The first stimulus to the use of aides came with the Comprehensive School Improvement Project (CSIP), a three-year program initiated in 1963 with matching grants of \$2 million from the State Board of Education and the Ford Foundation through the North Carolina Fund. Encouraging results of this program were reported in *The Teacher Aide*, a publication prepared by the CSIP State staff.

An even bigger boost to the practice of employing aides to relieve teachers and other staff members of various chores not requiring professional training was the availability of funds under ESEA Title I. During fiscal 1967 almost 12 percent of the total allocation for North Carolina under Title I was budgeted for aides.

Aides for Better Schools reports the results of a survey which drew responses from 163 administrative units and 3,641 of the aides employed under Title I.

Generally, the comments by administrators and teachers indicate enthusiasm for the practice of using aides and satisfaction with their performance. There were no negative responses; two units registered neutral reactions.

II. WORK DONE BY AIDES

TEACHER AIDES

CLERICAL	NON-INSTRUCTIONAL SUPERVISION
Operate mimeograph 2533	Lunchroom 2470
Report cards 2067	Morning exercises 1860
Write on blackboard 1827	Recess 1800
Roll call 1621	Hall duty 1833
Cumulative folders 388	Bus duty 917
HOUSEKEEPING	TECHNICAL HELPS
Bulletin board care 2470	Read stories 1876
Room cleanup 1980	Help with art period 1874
Ventilation 1960	Drill 1471
Lights 1807	Tell stories 1084
	Audiovisual aides 690

LIBRARY AIDES

CLERICAL	NON-INSTRUCTIONAL SUPERVISION
Operate mimeograph 277	Lunchroom 72
Typing 277	Help teachers and students 53
Filing 169	Hall duty 53
HOUSEKEEPING	TECHNICAL HELPS
Keeping library in order 329	Read and tell stories 232
Bulletin board care 327	Checking books and materials in and out 111
Ventilation 805	Shelving books 98

HEALTH ROOM AIDES

CLERICAL	NON-INSTRUCTIONAL SUPERVISION
Roll call 18	Lunchroom 10
Operate mimeograph 11	Recess 7
Report cards 7	Hall duty 6
Write on blackboard 7	Morning exercises 6
HOUSEKEEPING	TECHNICAL HELPS
Room cleanup 16	Assist case worker and nurse 4
Ventilation 15	Take children to doctor 3
Lights 14	Assist with sick and/or injured children 3
Bulletin board care 12	

for better preparation of aides through in-service training, and for re-organization of class work to make effective use of aides. Dependence upon the principal's and teacher's attitudes for successful utilization of aides was also stressed.

Suggestions by aides for improving the program include hiring more aides; providing additional training, workshops, meetings, and planning sessions; better planning by teachers and administrators to utilize aides' services more effectively; providing more adequate work space and equipment for aides; and establishing definite hours, salary, fringe benefits, and terms of employment.

Summarizing the findings, the report makes the following observations:

- The use of aides is a new venture in North Carolina—one which is being developed locally and with little of the sophisticated regulations found in states where aides have been employed in the schools for many years. This has resulted in a program more nearly adapted to the local situation. It has also caused some uncertainties as to duties, and some unhappiness as to pay and other benefits.
- The type of person who has been attracted to the job of aide seems to be one interested in children, in entering a service occupation, and in associating with professional people. Most aides are women, are between 20 and 40 years of age, have at least a high school education (almost half have had some college), are parents, have worked with children in different capacities, and bring a vast resource of special talents and previous work experience to be utilized in the job.
- Aide positions generally offer full-time employment. The work involves virtually every aspect of school life except teaching. In rare instances even that has spilled over into the duties of the aide.
- A significant number of teacher aides and library aides indicated by their comments that they now plan to take additional college work so they can, in time, become certified teachers and librarians.

An idea of the range of duties assigned to aides may be gained from table II, which includes only those duties most frequently mentioned in responses to the questionnaire. Likewise, the profile table gives only the most frequently mentioned qualifications.

I. SALARIES AND HOURS

SALARIES	TEACHER AIDE		LIBRARY AIDE	
	RANGE	AVERAGE	RANGE	AVERAGE
hourly	1.00- 2.30	1.41	1.25- 3.00	1.40
daily	6.00- 16.25	10.20	5.50- 17.50	11.19
weekly	25.00- 87.50	55.94	50.00-129.25	53.54
monthly	50.00-400.00	219.41	100.00-525.00	246.76
HOURS WORKED PER DAY	TEACHER AIDE			
Range	1½-9 hrs.			
Average	7½ hrs.			
	LIBRARY AIDE		LIBRARY AIDE	
	3-8½ hrs.		7 hrs.	

III. PROFILE OF AIDES FROM THEIR REPORTS

SEX	Teacher Aide	Library Aide	Health Room Aide	Other Aide*	Total
Male	44	4		3	51
Female	3014	497	22	57	3590
AGE					
Under 20	191	35		7	233
20-29	1167	191	3	25	1386
30-39	887	141	10	14	1052
40-49	851	92	6	9	958
50 and over	215	52	3	5	275
EDUCATION					
Less than High School	74	5	5	3	87
High School Graduate	1623	215	12	31	1881
Less than 4 yrs. College	1256	247	5	24	1532
4 yrs. or more of College	105	32		2	139
HAVE CHILDREN					
Yes	2232	378	21	40	2671
No	814	123	1	20	958
EXPERIENCE WITH CHILDREN (not own)					
Teaching Sunday School	2155	391	17	40	2603
Baby sitting	1864	316	16	33	2229
Camp Counselor	355	83			441
Church work	400	122	1	2	522
Teacher and/or substitute teacher	681	65			746
Scout work	363	51			414
Pre-school work	118	21			139
4-H Club leader	100	16			116
PREVIOUS WORK EXPERIENCE					
Office or sales	1616	332	12	41	2001
Child care	1132	145	10	15	1402
Teacher and/or substitute teacher	681	65			746
Pre-school work	97				97
Domestic work	50				50
Hospital and/or nursing	46				46
Factory work		41			41
Library work		34			34
SPECIAL TALENTS					
Music	907	135	3	17	1062
Art	752	75	3	6	836
Homemaking	2194	360	18	44	2716
Secretarial skills	1711	380	6	50	2147
WORK LEVEL					
Elementary	2265	288	6	27	2586
Junior High School	221	33	2	2	258
High School	324	93	4	9	430
All Levels	189	87	9	14	299
Kindergarten	45				45
Special Education	10				10
Trainable	4				4

Greensboro's Title III Project in Mathematics

By Mrs. Sadie M. Moser, Project Director

Seeking to demonstrate that effective instruction in mathematics and other subject matter areas can occur in a variety of organizational patterns, the Greensboro Public Schools during the past summer launched its Title III ESEA project in mathematics. Four elementary schools were selected for the development of model instructional programs in grades four through six. The schools and organizational patterns chosen as the framework of the project are Sternberger School with self-contained classes; Caldwell School with mathematics majors assigned responsibility for mathematics instruction; Joyner School with a departmental plan, and Archer School with team teaching in a multigraded organization.

Serving with the project director are Julie Sanders, curriculum assistant in mathematics who currently is working toward a doctorate at the University of Illinois, and Mrs. May Parrish, curriculum assistant in general subject areas who was formerly an instructor in the Laboratory School at UNC-Greensboro. Robert Jones, State mathematics supervisor, serves as liaison between the project and the State Department of Public Instruction. Serving with Jones on the State Regional Curriculum Project Committee are Marie Haigwood and Lonnie Lockamy, State elementary supervisors.

Workshops

During the summer, principals and teachers from the four model schools, along with college consultants, participated in three major workshops. The consultants are from Guilford College, Greensboro College, Bennett College, UNC-Greensboro, A & T University, and High Point College. The first workshop explored team teaching instruction in a multigraded organizational pattern. The principal and

teachers from Archer School heard the role of the principal discussed by Leona Shripka, principal of Hemmeter Elementary School, Saginaw, Mich. Administrative functions were outlined by Harold Armstrong, former assistant superintendent of the Worthington, Ohio, Public Schools. Analyzing the dynamics of team leadership was Mrs. Cynthia Piai of Chagrin Falls, Ohio, who has had extensive experience in this field. Personnel from the model school were able to evolve a team teaching multi-graded plan specifically designed to utilize the facilities at their school.

Telelectures

This workshop was also the scene of a pioneering technique in workshop instruction. Extensive advance planning made possible a series of one-hour telephone conversations, or telelectures, between leading authorities in the field of team teaching and the workshop participants. A portable loud-speaker system was installed by Southern Bell Telephone and Telegraph Co. which amplified the telelecture and made possible a spontaneous question and answer period between workshop participants and the speaker. Telelecturers for the program were Dr. Robert Anderson, professor of education in the Graduate School of Education at Harvard University; Dr. John M. Bahner, associate superintendent of the Dade County, Fla., Public Schools; Dr. Harry Becker, superintendent of Norwalk, Conn., Public Schools; and Dr. Madeline Hunter, director of the University School, University of California at Los Angeles.

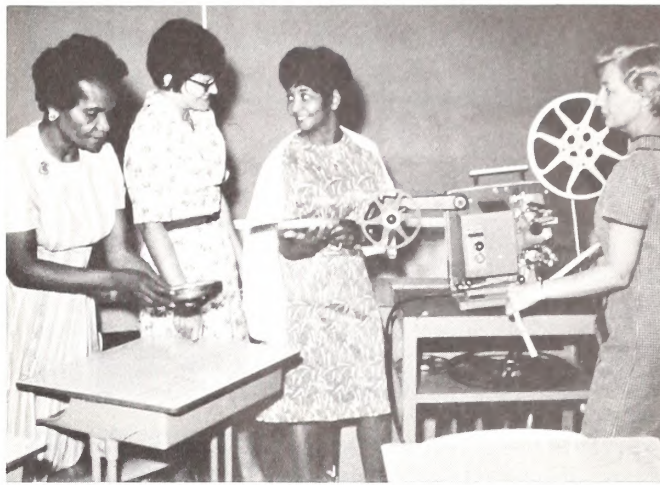
A special instructional workshop was conducted for teacher aides. Arnold Medlin, audiovisual director of the Greensboro schools, demonstrated all equipment and materials involved in the project.



Teachers examined and evaluated instructional materials to be used in the project. At right, the staff of the "departmental school" worked on the organizational pattern for their model school.



Teacher aides were instructed in the use of all audiovisual equipment and materials. At right, mathematics teachers preview a film with a college consultant.



Additional training was given by the three instructors in the team teaching workshop with extensive interaction between the teachers and aides.

Dr. Jacob See, superintendent of schools in New Philadelphia, Ohio, instructed an additional group of workshop participants in the establishment and operation of departmentalized instruction. He worked closely with the principal and teachers of Joyner School in setting up a departmental plan which provides for the individual teacher's best utilization of his special strengths in the curriculum.

Modern Math

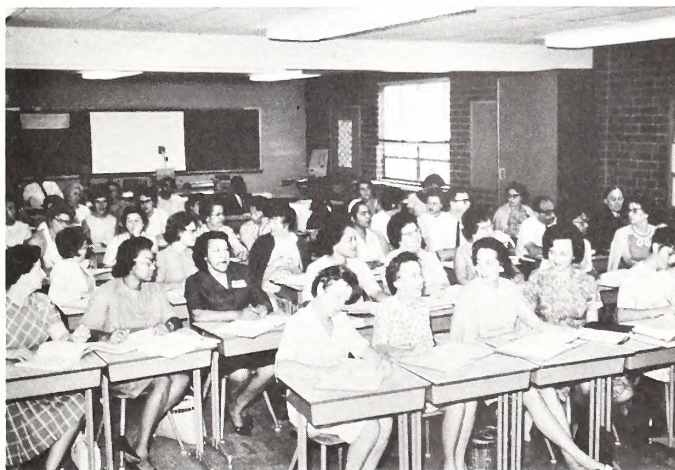
Concluding the summer in-service program was a workshop in modern mathematics which involved all personnel from the four model schools. Instructors were John Briggs, mathematics consultant for the Idaho Department of Education; Jack Custer, mathematics coordinator in the Newport News, Va., Schools, and Mrs. Mary Gordon, studio teacher of mathematics for the State Department of Public Instruction. Dr. Eugene D. Nichols, professor and

head of the Department of Mathematics Education at Florida State University and author of many widely used mathematics textbooks, also participated in one session.

Intra-workshop sessions were conducted in a variety of methods, including team teaching, large group instruction, small group instruction, and grade level meetings. A curriculum materials center was established and teachers were able to examine and evaluate materials and books to be used throughout the project. During the current school year the center will be set up in one of the four model schools. Materials and texts will then be available to visitors for examination and evaluation.

Invitation

The organizational patterns are now well under way in the model schools. Interested educators are invited to see this Title III mathematics project in operation. Requests for visitation appointments, or for additional information, should be sent to the office of the director, Mrs. Sadie M. Moser, Greensboro Public Schools, Drawer W, Greensboro, N. C.



At left, teachers experience large group instruction. At right, Dr. Madeline Hunter, telephone company consultant, helps the teachers participate in a telelecture.

Building Bodies and Skills Aim of Physical Education

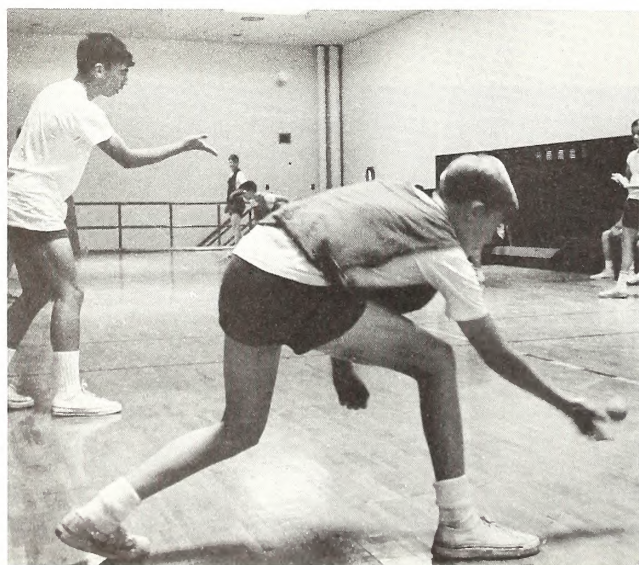
Principal Gaither C. Frye and the four physical education instructors at Ferndale Junior High School in High Point believe a physical education program has two purposes: to give each child a good healthy body and to develop individual skills a person can use throughout his life. Their cooperative planning and work has resulted in a well-rounded program of physical activity for all of their school's some 1,250 youngsters. All students are scheduled into a physical education class unless permanently excused by a physician.

Seventh and eighth grade physical education classes meet every other day and ninth grade classes meet three days per week. Each activity is taught as a unit and each unit of instruction includes: (1) introducing the activity by discussing its history, rules, and regulations; (2) pre-skill testing in order to classify the students as to skill ability; (3) teaching and practicing basic fundamental skills and techniques; (4) competition through team and individual tournaments; (5) written tests to determine knowledge and understanding of the activity; and (6) skill tests to evaluate skill development.

Orientation

Ferndale teachers realize that one of the essentials of good instruction in physical education is the orientation of students at the beginning of the school year for each class. Dressing and showering for athletic activity, generally speaking, is a new experience for seventh grade students in physical education. In order to properly orient these new students, the department prints a summary of the program and presents this to each student. It is discussed at length at the first few class meetings.

Activities in which students will participate during the year, including the health program taught in the eighth and ninth grades, are outlined in the summary. Expectations of each student and the



The boys at left practice handball, an excellent physical activity to develop hand-eye coordination. At right, a lively game of touch football stresses team play and develops quick reactions.



Rope climbing builds strong arms and shoulder muscles.



amount of time allowed for dressing, showering, etc. are noted. Testing is explained, including the North Carolina Physical Fitness Test and both the skill and written tests which are given at the completion of each activity. Finally, methods used in determining a student's grade are outlined.

Each program of physical activities is divided into six six-week periods including, for both boys and girls, speedball, tag football, physical fitness tests (shortly after the opening of school and again near the school year's end), basketball, rope jumping and climbing, table tennis, volleyball, badminton, softball, and track and field. In addition, boys are taught handball, wrestling, and weight lifting and girls are instructed in ring tennis and rhythmic activities.

Girls' outdoor facilities consist of an area large enough for four speedball, tag football, or softball fields. A quarter mile track with jumping pits is shared with the neighboring senior high school. The girls' gym has six basketball goals, two volleyball courts, two badminton courts, and a handball and table tennis area. Their health classroom is large enough to be used for tumbling, ping pong, rhythmic activities, and physical fitness testing. There are two dressing and showering areas for girls.

Intramural

Outdoor facilities for boys include four tag football or speedball fields, three softball fields, and a quarter mile track shared with the senior high school. The gymnasium for boys includes seven basketball goals, two volleyball courts, a balcony with two badminton courts, one tennis court, and ping pong and handball areas.

Consisting of team, dual, and individual sports, the intramural program serves as a laboratory to further develop and enjoy the skills learned in the physical education classes. The homeroom unit serves as the basis for organizing competition. There are 40 homerooms in the school and each has a team in the different activities. Intramural programs are conducted during three daily 35-minute, activity-lunch periods.

Homerooms elect captains for the organization of each activity and students do all the officiating and scoring. Competition for boys and girls includes speedball, tag football, basketball, volleyball, softball, track and field, badminton, table tennis, and basketball free throwing. In addition, there are ring tennis teams for girls and horseshoe and paddle tennis teams for boys.

Faculty

Physical education instructors at Ferndale include two men and two women. Ray Correll teaches ninth grade boys health and physical education and coaches ninth grade football, basketball, and track teams. He has been at Ferndale for 21 years and holds an A.B. degree from Catawba College and an M.A. from UNC-Chapel Hill. Seventh and eighth grade boys' physical education classes are conducted by Jerry Koontz who has been at Ferndale for five years. He also coaches seventh and eighth grade football, basketball, and track. Koontz holds a B.S. degree from High Point College and an M. Ed. from UNC-Chapel Hill.



At top, speedball develops a variety of skills. The bottom picture shows girls in a tumbling class.

Girls in the seventh and eighth grades are instructed by Brenda Jo Thomas, now in her third year at Ferndale. She also serves as advisor to the junior varsity cheerleaders. Miss Thomas has a B.S. degree from High Point College. Vickery Elliott teaches health and physical education to ninth grade girls. She has been at Ferndale for eight years and also serves as the director of the Girls' Athletic Association.

"The purpose of physical education is not to produce varsity athletes or Olympic champions. The purpose is to give each child a sound physique, a healthy cardio-vascular system and a proper skeletal structure. The objective of physical education programs — beyond building a good healthy body — should be to teach individual skills a person can use throughout his lifetime."—Bud Wilkinson

What About the Rest of Them?

A recent publication issued by the Southern Association of Colleges and Schools titled *We Shall Not Rest* deserves not to be pushed aside and forgotten after a cursory examination. The publication, a report on occupational education in the South and based on discussions at the South-wide Conference on Occupational Education held in Atlanta last spring, contains some facts and figures that should impel us to more positive action in an attempt to relieve a situation that has grown steadily worse in the past few years, often abetted by well-intentioned but shortsighted professional educators.

The myth has spread more widely among the populace each year that the only socially acceptable place for a young person to be between the ages of 18 and 22 is in college. We have contributed to this myth by training most of the young people in our public schools as if they are going to a four-year college or university even though we know it isn't true. According to this Southern Association report, only 20 percent of American students in grades 1-12 today will ever graduate from college—and most of these students are involved in a course of study that is essentially college preparatory. Felix C. Robb, Director of the Southern Association, accuses the education profession of "practicing a form of snob appeal that has oversold the value of college enrollment to the point where millions of youngsters, who cannot or should not go to college, view themselves—at age 16, 17, or 18—as failures."

And what about this 80 percent of our students who do not complete college? Many of them begin work immediately after high school in semi- or unskilled jobs which may disappear in a few years as technological advances increase. It is true that the number of vocational programs is growing each year, but as this report points out, "in spite of the large increase in federal expenditures, the total amount spent for occupational education is estimated at only about two per cent of the total education budget in the Nation." Even as more vocational courses are made available, there is still the problem of the social stigma attached to high school training in skills which lead directly to employment.

Last spring's conference on occupational education did provide in concrete terms at least the rudiments of solutions to some of the problems. The organization of the conference was itself an object lesson. It was a joint effort among leaders of business, industry, and education, sponsored by the Southern Association, Southern Bell Telephone and Telegraph Company and the Southern Company and its operating affiliates, the Alabama, Georgia, Gulf, and Mississippi power companies. It was emphasized that this kind of partnership, which includes education, business, and industry, can result in both better vocational education opportunities for our young people and in a supply of skilled men and women for the South's expanding industries.

Improving vocational training's image was also tackled by the conference. It was suggested that this goal might be achieved in time by improved guidance and counseling, better public information, and improvement in the quality of institutions offering vocational training. The third suggestion involved the Southern Association directly since one means of improving quality and public image is accreditation. A plan of voluntary accreditation of vocational education programs is being studied at this time by the Southern Association.

It's a good beginning.—K.W.B.

"What is a PRINCIPAL?" is the title of an article printed in the October 17 issue of *Look* magazine which features Ralph Cline, principal of the Villa Heights Elementary School in Charlotte. It discusses Cline's administration of a 55-year-old school constructed to accommodate 500 students and bulging with around 400 additional pupils. In pictures and text, the article tells how Cline has coped with an educational situation which has changed in five years from all white, lower middle class students to almost all Negro students of low-income families.

LOOKING BACK

In November issues of the
North Carolina Public School Bulletin

Five Years Ago, 1962

North Carolina ranks fourth among the states in number of disabled persons rehabilitated to productive status by state rehabilitation agencies, compared to total population of the state, according to an annual statistical summary released by the U. S. Department of Health, Education and Welfare.

Ten Years Ago, 1957

North Carolina public schools employed 36,264 persons for instructional purposes during the school year 1956-57—34,318 teachers, 1,687 principals and 259 supervisors.

Fifteen Years Ago, 1952

A request was presented by the State Board of Education to the State Advisory Budget Commission for 50 million dollars for the construction of school buildings.

North Carolina has 73,597 school children who do not have adequate housing facilities, a recent survey shows.

Twenty Years Ago, 1947

Dr. Eugene Clyde Brooks, State Superintendent of Public Instruction from 1919 to 1923, died at his home in Raleigh on October 17.

There were over 1,509 more teachers who were paid from State funds holding certificates based on training less than senior college graduation in 1946-47 than in 1942-43, records recently compiled in the Department of Public Instruction show.

Twenty-five Years Ago, 1942

East Spencer in the Rowan County administrative unit and Cliffside in Rutherford County have added the ninth month to the school term.

Guy B. Rhodes, Superintendent of the Madison County schools since July 1, 1939, died suddenly of a heart attack on September 23.

STATE LIBRARIAN
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'Truant' Job Takes On New Meanings

The first Statewide in-service conference for school attendance counselors, sponsored by the Institute of Government and School of Social Work at UNC-Chapel Hill last month, drew around 150 counselors. Backgrounds and services of the counselors were varied, ranging from those with less than a high school education (doing strictly truant officer work) to trained nurses, skilled social workers, and highly educated former school administrators (doing home-school counseling work).

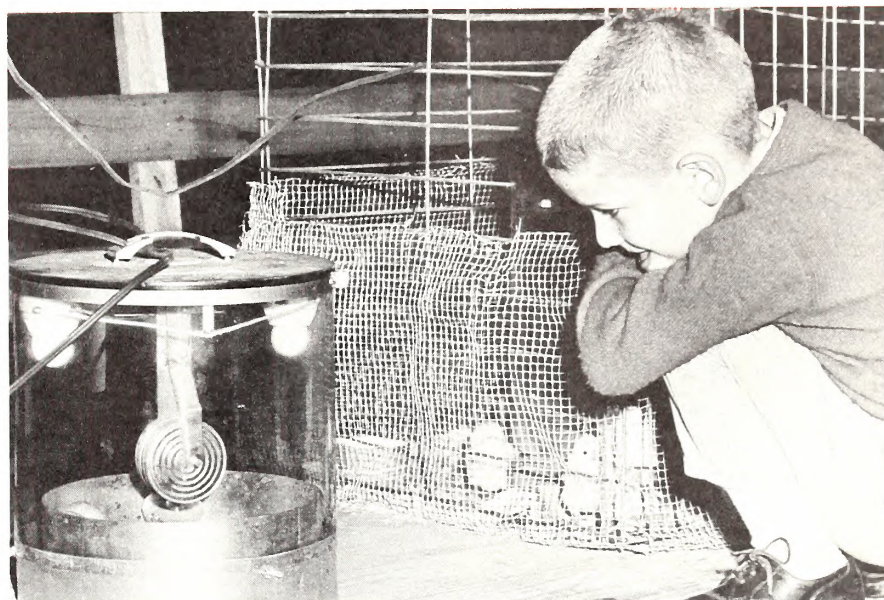
Professionals

Most counselors expressed the desire for more professionalization of their jobs through education, certification, and a State salary scale. Within the last few years, program participants pointed out, predominant interest has progressed from the early truant-attendance officer to the counselor who reaches the child and his family by trying to understand their needs and assist in their guidance. Home-school coordinators, financed by ESEA Title I, today provide many guidance services necessary to the success of overcoming student absenteeism, several speakers pointed out. Title I may render total service to the child—including food, clothing, and health needs—in order to make his education more effective and meaningful.

Interested

Joe Cashwell, assistant director of the Division of General Education for the Department of Public Instruction, presided at the conference. He said that interest was high. "Most counselors actively participated in the debates which followed the panel discussions," he said. "They want to achieve meaningful results toward furthering the development of an attendance-guidance program in the schools."

(Continued on page 14)



The Children's Barnyard Exhibits at this year's North Carolina State Fair were set up in a large tent by the Agriculture Education Section of the State Department of Public Instruction at the request of Fair officials. Agriculture teachers and their students from 12 Wake County schools rounded up the farm animals, including mothers and their offspring. Of special interest to the human small fry was the electric incubator shown above where chicks were constantly being hatched. (See "Schools Go to the Fair" on page 6.)

Advancement School Plans Four-Phased Program; January Reopening Scheduled

The North Carolina Advancement School will get under way again after Christmas, according to Dr. John N. Bridgman, Jr., the school's director. Last month Bridgman outlined a four-phase plan for the school to both the State Board of Education and the Board of Governors of the Advancement School.

In the first phase, which is scheduled to begin in January, 108 boys who are underachievers will live on three floors of a renovated nurses dormitory with at least one counselor for each 18 boys. These counselors will also be with their 18 charges during a three-hour morning session made up of language arts, social studies, and a diagnostic unit. During this session, the boys will be encouraged to recognize that they are underachievers and to identify their primary areas of diffi-

culty. As these areas are identified, the boys will be encouraged to seek help from area specialists (mathematics, reading, etc.). As Dr. Bridgman noted, "the three-hour block will shrink in time to be filled by other portions of the curriculum."

Dr. Bridgman defined the underachiever as "any student with average or above average ability who is not achieving at his expected level." He said that the underachiever is invariably a non-participant in extracurricular activities, has little self-confidence, and is a poor reader.

(Continued on page 6)

From us to you:

**Merry Christmas
and
Happy New Year**

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

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EDPRESS

VOL. XXXII, NO. 4 December, 1967

Official publication issued monthly except June, July and August by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh, N. C. 27602

All that an individual needs is to have a burning desire to improve his abilities and the determination to apply his talents.—Gov. Dan K. Moore.

Spurred on by our drive for status and position, and our fear of nonacceptance, the concept of training has entered the field of philosophy and morality. The accelerated programs, the mass lecture, the great number of offerings, and the demand for specialization have overwhelmed the student leaving him little time for curiosity, exploration, or creativity.—Eugene P. Whitney, State University of New York.

Nearly half of the 3.8 million youngsters who entered the ninth grade this fall probably will go to college, but only one in five is likely to stay long enough to win a degree.—U. S. Office of Education.

Superintendent Carroll Says . . .

(Excerpts from an address to the State School Boards Association on October 26, 1967)

. . . For many years North Carolina has declared that all of its children and youth are entitled to certain educational rights and provisions . . .

Do we have Statewide—do you have within your respective units—a program of instruction sufficiently comprehensive for all for whom we are responsible—a pre-school program, a comprehensive program of general and vocational education covering grades 1-12, a post-high school program? For all educable children we naturally look first to make sure that we have an effective program of general education that produces, regularly and consistently, competence in communication (through reading, writing, speaking, listening), quantitative thinking (through arithmetic and science), care of self (through health, physical education, nutrition, and safety), proper understanding and use of environment (through geography, history, science, economics, music, art, and government), a marketable skill (through vocational education), and acceptable attitudes and habits for scholarship. The right to develop this total competence is or should be guaranteed to every educable child without exception. To what degree do we provide this foundation—the sine qua non of education?

Do we have a program designed to give every child entering our school system at least a 50-50 chance to succeed? Personally, I do not believe we do. Thousands of our children come to us as six-year-olds each year when we know, or certainly it is possible for us to know, that they are one, or two, or more years behind in their mental, intellectual, social, and cultural development . . . It is highly gratifying to observe this year that 17 county and 7 city administrative units have recognized the existence of an obstacle confronting some of their six-year-olds and are conducting a kindergarten program as a part of the regular school program. Approximately 4,500 children are enrolled . . . We are engaging in kindergarten instruction in these 24 units and have the need to do so in far more units—all without a pilot kindergarten program in which suitable curricula can be developed and in which prospective kindergarten teachers can receive necessary clinical experience. . .

In support of a strengthened program of vocational education, I would remind you that in May and June the General Assembly had before it a proposal to increase the compulsory school attendance age . . . to 7-17 years inclusive. I countered with a proposal that the compulsory range be 7-16 years inclusive, effective with the beginning of the 1968-69 school year. My position in support of extending the compulsory age by a year was grounded in the knowledge that we usually lose 30,000 of our youth between the 9th and 12th grades, and certainly we cannot afford to continue to incur a loss of this value and magnitude. My recommendation that consideration be given to making the proposed legislation effective a year later arose from recognition of the fact that many county and city units felt they needed time in which to fashion a program of instruction suitable to the needs and interests of the additional 16-year-olds who would remain in school . . .

In connection with buildings, equipment, and supplies, I want to comment upon one most significant subject—textbooks. My associates and I continue to receive complaints from teachers and parents that they do not always have a sufficient supply of textbooks. As of September 30, 1967, after all schools were underway and presumably after the year's major supply of books was ordered and distributed, all of the 160 county and city units had credit balances with the Division of Textbooks of the State Board of Education totaling \$1,993,128.45 for supplementary textbooks in the elementary school and \$2,245,558.80 for basal and supplementary books in the high school, a grand total balance of \$4,238,687.25. Each unit knows its balance monthly. The answer is obvious . . .

I need not tell you that numerically there is not a sufficient supply of teachers and other certified personnel available to you . . . Boards of education find themselves all too often in a "seller's market." . . . To safeguard the rights of children and the welfare of society it is imperative that boards of education have opportunity to operate within something approaching a "buyer's market." . . . Many North Carolina residents are accepting teaching positions outside the State where salaries range from \$6,000 to \$13,000. It is with regret that many of us observe that many of these North Carolinians going elsewhere possess an aggressiveness and a competence that could strengthen our public school program . . .

In addition to adequate compensation for teachers and other personnel . . . I want to share with you some of the questions and concerns from teachers that have come to my attention in recent times. These questions and concerns relate to such employment practices as:

1. Can a superintendent legally assign a teacher to classes of instruction for which the teacher is not prepared and certified?
2. Can a board of education require a teacher, as one of his duties, to sell tickets for athletic events?

(Continued on page 15)

Seventh and Eighth Grade Teacher Certification Studied

By J. L. Cashwell, Assistant Director, Division of General Education
and Walter McGraw, State Supervisor of Curriculum Development

The Department of Public Instruction recently completed a survey of teacher certification in the seventh and eighth grades. It included all of the 1,318 schools in North Carolina which have either or both of these grades. More than 7,500 teachers were involved. The results of the survey may be interpreted as an encouraging indication of innovative variety—or, they may be viewed as a hopeless hodge-podge, depending upon the reader's viewpoint.

One part of the survey reveals the placement of these grades. Sixty-seven percent are located in elementary schools; 20 percent are in union schools; 11 percent are in junior high schools; and only three percent are housed with senior high schools.

Another part of the report reveals the organization existing at the seventh and eighth grade levels. Twenty-five percent of these grades are self-contained; 30 percent are departmentalized; and 45 percent are block-scheduled. Remarkably, average class size is lowest under departmentalization. Forty-nine to 54 percent of the classes under the other two methods have student membership of more than 30 pupils.

Only Half

Certificates held by seventh and eighth grade teachers of self-contained classrooms cover a broad spectrum. Only half of them are properly certified as elementary teachers. The rest are mostly high school teachers with a liberal sprinkling of principals, music teachers, and physical education instructors.

In block-of-time scheduled schools the certification picture brightens a bit. In language arts and social studies blocks, for example, 56 percent are certified in language arts and 65 percent in social studies, but only 30 percent are certified to teach both.

Under departmentalization, only science and social studies get passing marks. Eighty-two percent of the science teachers and 78 percent of the social studies teachers are appropriately certified. Only 61 percent of the English teachers and 53 percent of the mathematics teachers are properly certified.

Shocker

One of the most startling aspects of the survey involves reading. Only 35 percent of the teachers in grades seven and eight, on the basis of training, are qualified to teach this basic learning skill. Another shocker is the fact that 31 percent of the block-groupings are put together for no known reason. Grouping science with music—or art with physical education—runs contrary to the purpose of the block-of-time concept.

Certification, however, is the major flaw. Any certified teacher may teach grade seven or eight without salary penalty. This policy has resulted in a concentration of out-of-field teaching in these grades.

What is the solution? A more rigid policy requir-

ing elementary certificates for these grades? A new curriculum of teacher preparation resulting in a junior high school certificate? Or would a further relaxation of out-of-field teaching policies result in a dispersal of such assignments throughout grades 1-12, and ease the concentration in grades seven and eight?

Responsibilities

One conclusion seems certain: employment of out-of-field teachers will continue until the supply of teachers is greatly increased. This may take years, and something needs to be done now. If an administrator finds it necessary to employ teachers out of field, he should accept two immediate responsibilities. First, he will need to exercise close supervision over their work. Secondly, he should arrange for in-service training tailored to the specific gaps in the teachers' preparation. This can be implemented through departmental or grade-level planning sessions, workshops conducted by supervisors or other resource persons, and faculty or group meetings devoted to study of printed syllabi or courses of study.

Whatever method is followed, it is essential that in-service education be prompt, appropriate, and thorough to insure that seventh and eighth grade students receive the quality of instruction that they are entitled to.

State Supervisor Brings Tar Heel School Art to Nation's Attention

Dr. Perry Kelly, State supervisor of art education, is serving as a contributing editor for *School Arts*, an art education magazine for teachers. Appointed to the post for the current school year, his job is to solicit school art news throughout the Southeast which is worthy of sharing with art educators throughout the nation.

His first efforts in the new post resulted on a summer art program for high school students in Winston-Salem which was written by Helen Weiler, manager of that city's Arts and Crafts Association, Inc., for the October issue of the magazine. The article is titled "Teen-age Artists" and describes the Summer Art Honors Program sponsored jointly by the Winston-Salem/Forsyth County Schools and the Arts and Crafts Association of Winston-Salem (see page 6 of this *Bulletin*).

Dr. Kelly has also been named chairman of the awards advisory committee of the regional Scholastic Art Awards Program for 40 North Carolina and Virginia Piedmont counties which is sponsored annually by WFMY-TV of Greensboro. The program is designed to encourage student participation and achievement in creative art at the junior and senior high school levels. Last year nearly 4,000 pieces of arts and crafts were submitted for judging by students in 115 high schools.

They must be doing something right:

Educators utilize public enthusiasm

By Lynne F. Hartshorn



Mrs. Beatrice Blount sorts sea shells with Mrs. Nancy Holshouser for classification and displays. Shells were donated to the Center. Below, a seventh grade naturalist lays behind on the Nature Trail to catch a glimpse of swamp flora.

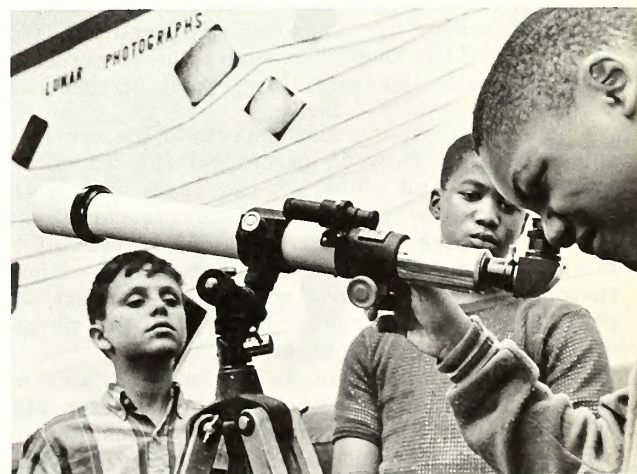


Recipe for success: Take an idea, reach out to touch every interested person, give the idea time to mellow, collect only the finest of ingredients, smooth off the rough edges of inexperience. Using ESEA Title III funds and the interest of citizens, the Salisbury City Schools have enlarged on an idea which began eight years ago. The system has put into operation a Supplementary Educational Center bringing to the citizens and students of two counties exemplary and creative learning experiences in nature, visual arts, regional and local history, and space.

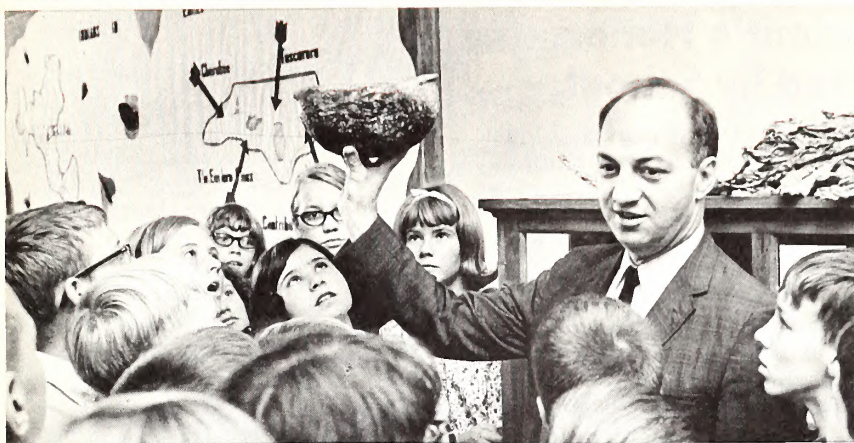
Funds became available in June, and by September the Center was operating in temporary quarters at Salisbury under the direction of Mrs. Nancy Holshouser. Program exhibits in the south wing of the old Frank B. John School change monthly and include artwork, nature collections, space displays, and early Carolina artifacts. Movies, slide programs, and audiovisual demonstrations are only a part of the offerings. More than 4,000 school children and adults from Davie and Rowan Counties visited the Center in September and October.

Swamp Area

Complementing the existing Center facilities, the program stretches into a swamp area behind the Knox Junior High School where nature can be studied firsthand. Historic buildings from southern Rowan County, relocated and restored on the Knox School grounds from funds obtained previous to ESEA, add to the study of local history. The 1840 Setzer School from China Grove and a Chilean ore mill once used in the gold mining industry at Gold Hill are included. Trailways, including wooden walkways and a platform for teaching, keep the swamp area relatively undisturbed as a nature study area.



Everything seems more exciting when you get a closer look. Boys line up for their turns at a telescope.



A four thousand year old bowl is the center of attraction in an exhibition talk by James Lloyd, history specialist. At right, students view bracket fungi on a tree as part of their educational experience along the Nature Trail.

Eight years ago Salisbury educators realized that the swamp could be an asset, rather than a liability, in the total educational program. A nature trail was planned and used by school classes in the Salisbury area. Interest spread to adults in the community and neighboring Catawba College. In 1960, the *Salisbury Post* carried a story on the Setzer School at China Grove. This news item led to the eventual purchase of the school by J. H. Knox, superintendent of the Salisbury system, in 1962. Interested citizens helped raise funds for its relocation and restoration. Major support came from the Richardson Foundation of Greensboro and New York and the local chapter of the American Association of University Women.

During the same early period of development a Nature Study Area Council, made up of local citizens and interested people from the schools and neighboring Catawba College, was organized in Salisbury to set aside more of the swamp area as a nature and wildlife reserve. By 1963, in response to advice by the National Audubon Society, an interpretive building was set up at the end of the Nature Trail, utilizing the existing warehouse building. Still later, the Chilean ore mill was added to this outdoor nature and history laboratory.

Space Science

The dream of a building to include facilities for studying space science did not materialize until ESEA Title III grants became available. After a great deal of research and planning, Superintendent Knox submitted a proposal to the Federal government in January 1967. Fruits of the labors of the planning group were readily evident when the Government provided \$30,000 for planning, \$152,000 to operate the program for a year, and \$47,000 to remodel the interpretive building.

Eventually the old warehouse (interpretive building) will serve as the "permanent" Supplementary Educational Center. However, use of the present temporary facilities is growing so rapidly, it is anticipated that the Frank B. John School will continue to be used. An addition to the warehouse, already under way, will be the planetarium. Community donations and contributions are being raised for the planetarium addition. ESEA Title III is sup-

plying the planetarium instrument. Meanwhile, facilities of the Catawba College observatory are being used in the space education program.

Superintendent Knox believes the planetarium will be completed during the spring of 1968 since the financial obligations for the addition have nearly been met.

Starting in June 1967 with a single manila envelope, Mrs. Holshouser, a former science teacher in the city schools and specialist in advanced natural science, sought and took help from wherever she could find it. Her staff includes William Suggs, parttime faculty member of Catawba College and space instructor for the program; Mrs. Beatrice Blount, elementary natural science specialist, instructs and prepares exhibits for the Center; James Lloyd, history specialist, organizes field trips and

(Continued on page 11)



Chilean ore mill features large smelting kettle, as explained by Mrs. Holshouser to third and fourth grade teachers.

Four-Phase Program

(Continued from page 1)

In its second phase the plan calls for students in groups of 18 from the Winston-Salem area to attend the school and return to their homes each night. The new director hopes to determine by removing this environmental control to what extent under-achievers can be helped if they remain in their home situations.

The third phase is similar to the first, except that boys and girls in grades four, five, and six will take part in a summer program. The purpose of this phase is to identify the best age to diagnose and aid underachievers.

For Teachers

Teacher education will be an important part of the fourth phase. Adequate facilities will be available for a school system to send its faculty to the Advancement School for a weekend of observation and study. Dr. Bridgman also hopes that educational internships at the school and more intensive counseling of the parents of underachievers will be possible at this stage.

Changes are taking place in the Advancement School staff. T. J. Van Metre, named acting business manager of the school by the State Board of Education in July, has asked to be released.

Assistant

Dr. James Lee Howard, director of in-service education for the Atlanta, Ga., public schools, joined the Advancement School last month as assistant director. Howard earned his B. A. at Centre College, Danville, Ky., and his master's degree and doctorate in education at UNC-Chapel Hill.

A budget of \$500,000 for the 1967-69 biennium has been approved by the State Board of Education and the school's Board of Governors. A 10 percent salary increase for school staff, totalling nearly \$31,000, is included in the 1968-69 budget. Of the \$104,454 budgeted for repairs and alterations during the biennium, nearly \$73,000 will be spent this year to make improvements necessary to meet fire standards. Much of the money will be used to replace combustible wood fiber tile that covers ceilings and to add fire doors and other safeguards.

Student's Honors Noted by School

"Recognized as a beauty, Linda possesses the rare combination of humility, spirit, and common sense," states Ruth Williams, home economics teacher at East Mecklenburg High School in Charlotte, of Linda Craven, a winner of *Seventeen* magazine's modeling contest.

Appearing in the October 1967 issue of the magazine, Linda was one of five young ladies chosen from entries across the country by the *Seventeen* judges. Interested in fashion, drama and journalism, Linda is pictured modeling.

Linda is a 1967 graduate of East Mecklenburg High. She received an award for her high school project, "Look Mom, I'm Cooking," while enrolled in the Vocational Home Economics Program. It was one of 12 entries from North Carolina schools selected by Dr. Catherine T. Dennis, State supervisor of home economics, to be sent to the U. S. Office of Education. Linda is presently enrolled at UNC-Charlotte as a home economics major.

Samuel McCoy Patton, 77, died at his home in Washington on October 19. He had served as superintendent of the schools at Linden, Mebane, and Raeford. Surviving are his wife, a daughter, and a brother.

Richard A. Wentz, a senior at East Mecklenburg High School, was named a first place winner last summer in the national sales demonstration contest of the Distributive Education Clubs of America. He is the son of Mr. and Mrs. W. A. Wentz of Charlotte.

Jesse Wade Black, 46, principal of the Bladenboro High School since 1953 and his wife, who had taught in the Bladenboro schools for the past 17 years, were killed in a two-car collision near Lumberton on August 24. They are survived by two children.

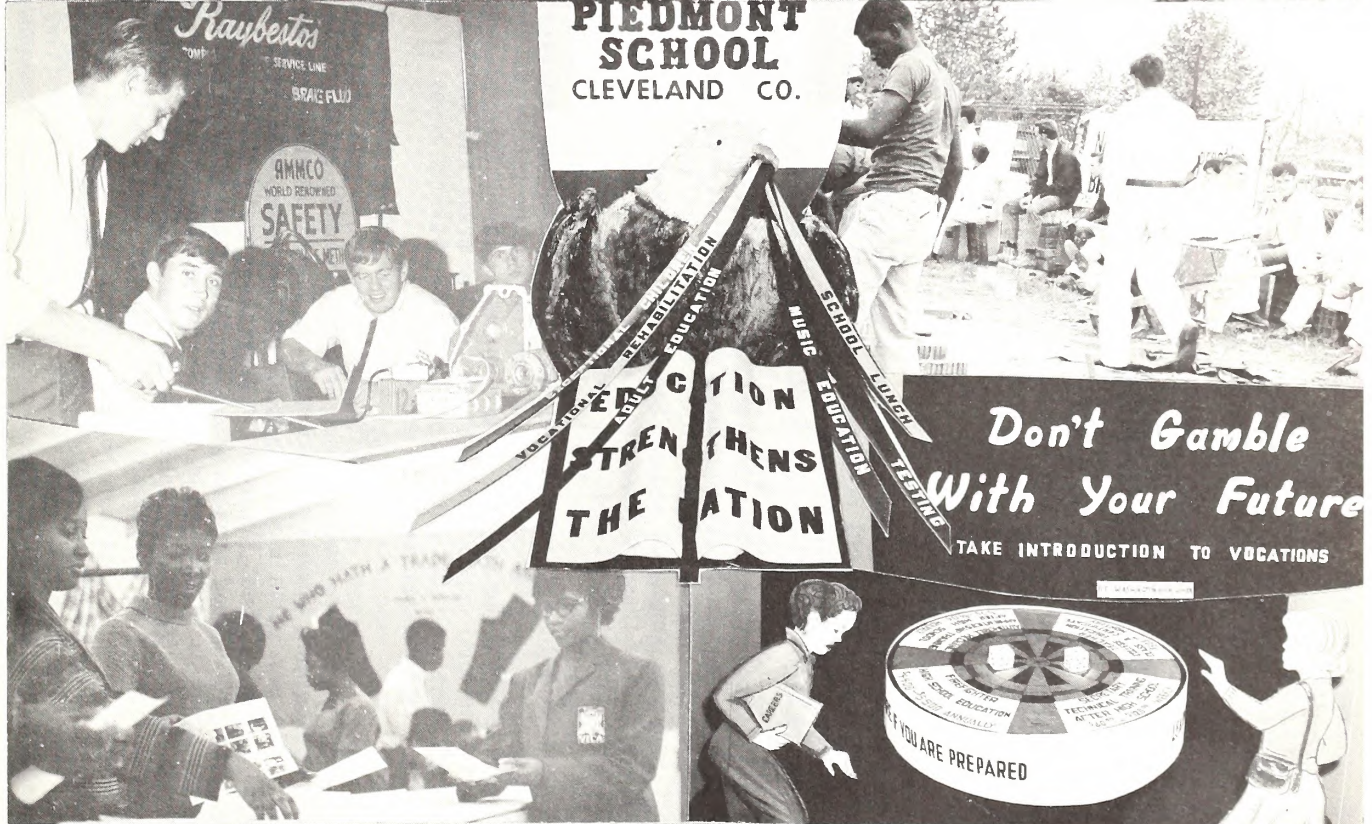
SCHOOLS GO TO THE FAIR

On the adjacent page are a number of school exhibits at this year's N. C. State Fair. At top, five high schools participated in a horticultural exhibit. Agricultural education students from each school took turns manning the booths and explaining the curriculum (picture at extreme right, second row). The schools were Green Central, Green County; Wallace-Rose Hill, Duplin County; Dudley Senior, Greensboro; East Montgomery; and Bandys, Catawba County.

Next, Mayor Wense Grabarek visits the cosmetology exhibit and demonstration manned by vocational education students of the Durham City Schools. In the center picture, Durham City Superintendent Lewis W. Hannen poses with two students who helped to depict the then and now theme of the fair—"100 Years of Progress."

In the final series of pictures, Trade and Industrial Education students of Durham are shown during a demonstration of automotive repair (top left) and at the booth depicting the system's tailoring course content (bottom left). At top right is a scene from the North Carolina Apprenticeship Bricklaying Contest for which 23 Garner High School trade and industrial students served as attendants.

At bottom right, the exhibit of the B. T. Washington High School, Reidsville City, urges students: "Don't Gamble With Your Future"; and the American Eagle, in the center, was the way Piedmont School of Cleveland County chose to point out that "Education Strengthens the Nation." Other individual schools which arranged exhibits around a theme were Bandys School, Catawba County, "Importance of Reading and Writing"; Central High, Cabarrus County, "Patriotism"; Logan High, Concord City, "Foundation of a Successful Future"; Burns High, Cleveland County, "Math, Fuel for Progress"; and the Latin Club of Myers Park High, Charlotte-Mecklenburg, "Roman Engineering Feats."



STATE SCHOOL FACTS

DECEMBER, 1967

Report Shows Reading and Library Programs Heading Title I ESEA Activities

In what directions are programs for disadvantaged children under Title I of the Elementary and Secondary Education Act extending and augmenting the standard school programs in North Carolina?

Some approach to an answer to this question can be formulated on the basis of the Statistical Report for 1966-67 prepared by the ESEA Title I State Administration staff under the direction of Dr. Joseph Johnston.

As the tables indicate, one important phase of the program is the employment of additional personnel, both part-time and full-time, to enrich the offerings of the schools and to extend services to children in non-public schools and other institutions outside the public school system.

During the regular school year, 357,090, or almost 30 percent, of the children enrolled in North Carolina's public schools were directly involved in some project under Title I. The ratio of these children to staff members employed under Title I was better than five to one. Well over half of these staff members were employed as aids to teachers, librarians, and other professional personnel.

All but one of the State's 169 local school administrative units participated in Title I programs to some degree. Bearing out previous findings about the areas of greatest need, reading programs and library services involved the greatest percentage of children and high proportions of the total expenditures. Other activity areas and services emphasized were cultural enrichment programs, various types of child feeding programs, and music.

Wide Range

There was a wide range in the amount expended per pupil in the various programs. Special activities for the handicapped absorbed more than \$250 per participating child; kindergartens about \$130, vocational education about \$52, reading programs about \$42, business education about \$40, food services about \$25, and speech therapy about \$20. Lowest expenditures per child were in connection with art programs (\$6.05), music (\$6.70), and physical education (\$6.70). Each of these involved from 20 to 30 percent of the children participating in Title I activities.

Programs established under provisions of the original Elementary and Secondary Education Act (P.L. 89-10) consumed the bulk of the Federal Title I allocation. These are the programs for economically disadvantaged and educationally deprived public school students summarized in Table I.

Set up under provisions of amendments to the original act, the pro-

program activities.

Coordination with activities of other agencies and other programs is imperative in Title I projects, both because of the requirements of federal regulations and the act itself, and to assure that services and activities are not duplicated.

By law, local school authorities are required to keep community action agencies and non-public schools apprised of the programs being developed under Title I. The nature of services provided in many programs requires close liaison with administrators of other ESEA titles, as well as with various phases of Economic Opportunity, welfare, and Department of Agriculture programs.

Thus, ESEA Title I activities interact and interweave with a variety of community efforts, with enhanced benefits where cooperative efforts make it possible for a relatively small amount of Title I funds to tap or supplement other resources. No set of overall statistics such as those presented on this page can possibly reflect with accuracy the total impact of the programs represented by dollar outlays and headcounts, but they do afford the starting point for an appraisal.

Table I. ESEA TITLE I PROGRAMS IN PUBLIC SCHOOLS

Activities	Winter			Summer		
	Children	Est. Cost		Children	Est. Cost	
INSTRUCTIONAL						
Art	72,685	441,807		18,113	112,068	
Business Education	8,426	818,278		571	20,245	
Cultural Enrichment	165,976	1,662,932		30,490	317,324	
English-Reading	245,585	10,475,337		52,305	2,151,524	
English-Speech	60,125	981,634		7,159	128,808	
English-2nd Language						
Foreign Language	1,968	33,818		135	8,200	
Home Economics	3,361	48,176		147	4,714	
Industrial Arts	384	6,720		85	4,000	
Mathematics	43,178	679,559		5,078	153,231	
Music	100,575	716,911		21,134	132,878	
Phys. Ed. & Rec.	77,989	515,543		25,952	177,321	
Natural Science	30,301	321,272		2,127	44,262	
Social Science	30,022	428,025		473	18,841	
Vocational Ed.	5,896	316,162		764	42,075	
Act. for Handicapped	2,164	505,401		231	11,256	
Kindergarten	4,814	649,939		11,016	905,375	
Other	80,332	2,399,245		7,330	214,182	
SERVICES						
Attendance	63,980	564,521		3,680	35,553	
Clothing	31,041	346,225		2,920	35,627	
Food	127,307	3,164,902		41,002	476,203	
Guidance Counseling	61,739	555,156		13,733	112,531	
Health-Dental	39,585	597,657		6,303	85,185	
Health-Medical	70,133	963,434		11,443	120,018	
Library	208,793	2,637,829		16,518	351,697	
Psychological	20,783	251,275		5,321	67,391	
Social Work	62,996	732,072		9,317	106,284	
Speech Therapy	5,990	123,812		486	10,707	
Transportation	56,845	338,650		41,883	361,530	
Act. for Handicapped	2,756	8,995		473	2,217	
Other	50,993	806,493		5,497	82,870	

and similar institutions; and in correctional institutions for delinquent youth.

The extent of the summer programs in relation to the regular school-year programs is quite significant, indicating a strong implementation of the trend toward year-round school programs. With the preschool programs, there is greater participation in the summer due to the summer readiness programs conducted in 46 of the 169 local admission units.

Under provisions of Title I, non-public school children are encouraged to participate as far as possible and 1,107 non-public school children participated to some degree in programs offered in 17 local public school systems. This small number is explained by the relatively small number of non-public school students in the State—especially those from economically disadvantaged families. For the most part, non-public school children's participation was in the use of audiovisual and other educational equipment and instructional materials. They also participated in many auxiliary services—such as guidance, food and health services—on an individual basis as needed.

Needs Identified

Some of the most pressing needs of disadvantaged children in North Carolina, identified in project proposals and other appraisals, are reflected proportionately in the statistical tables. Others do not stand out in the figures.

Clearly evident in the statistics is the effort to improve performance in reading. Results in standardized reading tests given in Title I eligible schools indicated that 39 percent of the students scored in the lowest quarter of the national norm.

The emphasis on child feeding programs reflects the effort to counteract malnutrition resulting from economic need or poor eating habits. Information collected by local education agencies indicated that 38 percent of the students in Title I target areas would benefit directly from school lunch programs and 14 school districts reported a need for a breakfast program. Altogether, 124 administrative units conducted some type of feeding activities as part of their Title I projects.

Health Services

Less obvious in the overall statistics is the increased emphasis on health services, diagnostic and remedial, in a significant number of school systems. Data collected by the local school systems revealed that nearly half of the students in target areas needed correction of health conditions that might affect their performance in school.

Other areas of pressing need, tied to the local project objectives and which do not reflect proportionately in the tables, are the improvement of language and arithmetic skills. In these areas, 37 to 40 percent of the students in eligible schools tested well below par on standardized achievement batteries.

A wide array of activities has been called into play to meet the fifth most pressing need cited in project proposals: negative attitude toward school and education. It was generally agreed that meeting the other pressing needs would go far towards alleviating this problem. However, it was frequently cited as an objective of numerous

Art	462	1,000	82	11,184	340	2,250
Business Education	101	7,250				
Cultural Enrichment	884		173	11,663	563	27,998
English-Reading	497		229	20,133	645	39,914
English-Speech	462	13,500	30	6,640		
English-2nd Language	540	660				
Foreign Language						
Home Economics	130	9,424	23	995	75	500
Industrial Arts						
Mathematics						
Natural Science			107	3,300	120	1,985
Phys. Ed. & Rec.	1,101		189	11,258	40	400
Social Science		22,890	129	9,330	620	11,025
Vocational Ed.	240	38,427	48	1,086		
Act. for Handicapped	1,071	58,137				
Kindergarten			151	10,344		
Other	508	24,194	10	495		
SERVICES						
Attendance			18	523		
Clothing			63	2,136		
Food	20	542	121	15,861	94	1,354
Guidance Counseling			25	397		
Health-Dental			57	3,394	120	240
Health-Medical					255	6,839
Library					15	600
Psychological						
Social Work	1,036	54,417	14	1,543		
Speech Therapy						
Transportation		1,000	114	5,670	380	5,760
Act. for Handicapped						
Other		2,522	43	4,593		160
Institutions for Delinquents (Summer): 3,630 children in English-Reading; Est. Cost \$70,100.						
Institutions for Handicapped (Winter): 20 children; Activities for Handicapped, \$8,600:						
Attendance, \$300:						
Neglected Children (Winter): 219 children; English-Reading, \$661; Library, \$3,071; Social Work, \$1,497.						

TABLE III. STAFF EMPLOYED, ESEA TITLE I

Staff Employed	Public Schools		Institutions for Handicapped		Migrant Projects		Negl. Children in Institutions for Delinquent	
	Winter	Summer	Winter	Summer	Winter	Summer	Winter	Summer
Teachers	1713	3446	80	3	44	4	27	12
Aides	4087	1361	13		32		2	
Librarian	248	822	3				1	7
Supervision	213	249	2		4		1	3
Direction, Management	135	130	1		5		1	
Counseling	111	60	1	2				
Psychologist	20	15						
Testing	52	26						
Social Work	169	103			2			
Attendance	91	58	8		1			
Nurse	143	88			6			
Physician	44	24						
Dentist	13	13						
Clerical	514	307			5			
Other Professional	92	161			2			
Other Non-Professional	406	1167			29	9		
TOTAL	8051	7530	113	8	130	13	32	22

Table IV. SUMMARY INFORMATION, TITLE I ESEA PROGRAMS

Public Schools		Institutions for Handicapped		Migrant Projects		Negl. Children in Institutions for Delinquent	
Units Participating	168	7 Insti.	10	13			
Money Spent	\$43,109,916	\$250,434	\$120,545	\$113,769		\$70,454	
Units Offering	Winter: 22			Winter: 1			
Kindergartens	Summer: 46			Summer: 2			
Non-Public School Children	Winter: 1107			Summer: 249			
Staff Receiving	Summer: 331			2		20	
In-Service Training	5,426						
Parents Receiving Counseling, Etc.	18,489						
EST. EXPENDITURES:							
Equipment	\$2,808,171	\$130,987	\$950	\$ 19,441		\$17,067	
Construction	\$1,177,938	\$ 27,025					

SUMMER ART HONORS SCHOOL

"The atmosphere of the entire school was one of complete absorption in work. Walking down the corridor, one heard not teenage chatter but tools at work: chisels in plaster, a potter's wheel, a buffing wheel in the enameling room, or a saw cutting timber for another canvas frame."

This description of activity during the four-week Summer Art Honors School in Winston-Salem was supplied by Mrs. Justine Linville, supervisor of the school and children's art supervisor for the Arts and Crafts Association. The school was a joint effort of the Arts and Crafts Association and the Winston-Salem/Forsyth County Schools.

Full Attention

The idea for the Summer Art Honors Program originated with Antony Swider, art coordinator for the system's schools. The program was designed for junior and senior high school students whose special interest and ability in art needed outlets in addition to those regularly provided by the public school and by the Arts and Crafts Association. It was felt that this group needed an opportunity to devote their full attention to art. Mrs. Linville describes below the manner in which students were chosen for the four-week school and some features of the program.

"Mr. Swider asked his junior and senior high art teachers to select names of students from their classes whom they felt would most benefit from this program. I chose the names of students who had attended arts and crafts classes and asked the private and parochial schools in the city for the names of their most capable students. Parents of all students named were then mailed an invitational letter explaining the program and the courses available to their sons and daughters. The \$55 fee for the four-week course included all supplies.

"The response was greater than we had anticipated. From 300 invitations, we received 100 applica-

tions, and the program opened with 95 students. One of our primary objectives was to have small classes to enable the teacher to work with the student on an individual basis. We were able to keep all our classes limited to 12 students, with the exception of a drawing class of 15.

"Students, ranging in age from 13 to 18, were allowed to select three areas of study from such courses as batik, silk-screen, painting, drawing, sculpture, ceramics, weaving, and enameling. For the first three weeks, they worked in two areas each morning from nine until noon. The fourth week the entire three-hour period was spent in one area.

Staff Selected

"The best available teachers in the specific areas of study offered were carefully chosen. Five public school art teachers who work under the supervision of Mr. Swider during the school term were selected: Richard Beatty, Miss Carol Harkey, and Miss Maija Ernestons, drawing and painting; Mrs. Diana Rainey enameling; and Miss Ann Hoover, sculpture. Other teachers came from the Arts and Crafts Association staff. Miss Irene Glover, adult art supervisor, taught ceramics. Instruction in silk screen and batik was given by Mrs. Jane Burton who teaches at High Point College. Mrs. Gypsy Hollingsworth, a local craftsman, taught weaving.

"Teachers were urged to challenge the students on a level and in a manner which best stimulated their creativity. It was also suggested they have the young people work big-big paintings, big drawings, big pots. And they did! Some of the paintings were as big as 42 by 72 inches. We used the largest paper available for figure drawing. The pots were as large as could be fired in the kiln. We felt that large work allowed the student freedom with materials and subjects—freedom that is very much

(Continued on next page)



Utilizing Public Enthusiasm

(Continued from page 5)

exhibition programs relating to regional and local history; and Mrs. Thelma Hamilton, art specialist, directs the visual fine arts program. The staff works closely with Mrs. Holshouser in order to keep the programs flexible enough to suit the needs of all the age groups which utilize the Center.

Mrs. Hamilton's role is considered especially important since there has never been an arts program in the Rowan or Davie County Schools or in the Salisbury City system. Some art shows on loan to the Center feature an artist whose works are being displayed.

Tabulations of the number of groups which return to the Center will be evidence of the success of the program. A monthly bulletin keeps the schools up-to-date on exhibits and programs which can be seen at the Center, or borrowed on request, and includes an application for groups to attend the Center.

Superintendent Knox—and the teachers, students, and interested citizens using the Center—highly recommend Salisbury's "recipe for success." They point out that community involvement will continue to play a vital part in this PACE (projects to advance creativity in education) program as it is developed to its fullest capacity. Meanwhile, groups interested in developing similar Title III projects are invited to visit the Center after making arrangements through Mrs. Holshouser.

needed with students of junior and senior high school age.

"The program was held at the Arts and Crafts Association Center where the workshop rooms are equipped for teaching ceramics, enameling, weaving, etc. We were thus able to provide in one location large areas for a variety of courses.

Informal

"The atmosphere was informal. Students and teachers came dressed informally in jeans or shorts and many times barefooted. All who participated in the program felt it to be one of the most exciting and stimulating art programs in which they had ever taken part. The teachers challenged the students; the students, in turn, challenged each other.

"The work produced was of excellent quality for junior and senior high students—in fact, for any age student. The pottery showed they had learned their craft well in four short weeks. The free form sculpture done in Miss Hoover's class was outstanding. At an afternoon exhibit at the end of the course, many pieces were sold and more would have been had the students wished to sell them.

"Our plans for the summer of 1968 are already being discussed. Since many of the students of the 1967 program have expressed a desire to return and have interested others in the program, it may become necessary to schedule two sessions; a junior

New Staffing Study Released

A new publication of the U. S. Office of Education, *Staffing for Better Schools*, reveals how teacher aides are being used in classrooms across the country. It cites a five-year study in 25 Michigan schools which measured teachers' activities before and after aides joined the staff. With the help of aides, the study found, teachers slashed the percentage of time they devoted to routine tasks.

Correcting papers was cut by 89 percent; enforcing discipline, 36 percent; taking attendance, 76 percent; preparing reports, 25 percent; supervising children moving between classes, 61 percent; and monitoring written lessons, 83 percent.

Preparation

What did the teachers do with all their new-found time? They increased the time spent on lesson preparation by 105 percent; recitation, 57 percent; preparation of homework assignments, 20 percent; and moving from desk to desk for individual coaching, 27 percent.

In Ohio, the study reveals, aides serve as readers for high school themes; in Maryland, they work in foreign language laboratories; and a midwestern school principal says they excel as home-visitors, linking the school with the parents of educationally disadvantaged children.

Suggestions

The booklet was prepared by a team of educators and administrators under the direction of Malcolm Provus, research chief of the Pittsburgh public schools. To help solve the critical shortage of teachers and other skilled persons in schools around the country—and particularly in schools serving disadvantaged youngsters under Title I of ESEA—the publication has other suggestions. These include updating teaching training and recruitment, experimenting with child-to-child tutoring, and tapping local community resources. (Publication OE-23049, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Price 30 cents.)

high session of four weeks and a senior high session of four weeks.

"The \$55 fee per student barely covered expenses in 1967, and the possibility of having an increased fee for the 1968 program is being discussed. We wish to keep the cost to each student as low as possible. Scholarships for the talented student financially unable to attend are being investigated.

"We hope to continue to provide this program for interested art students of Forsyth County as long as there is such a need. In view of the enthusiasm of 1967's students and their parents, this will be for sometime. We were delighted to see what can be accomplished when a civic organization and the public schools combine the best of their facilities to work together for the common good of the student and the community."

Can You Pass Turn-of-Century Teachers Examination?

WARREN COUNTY'S
Scholastic year beginning July 1st. 1899,
Ending June 30th. 1900.

JAMES R. RODWELL,
County Superintendent.

Page your paper in regular order, and number your answers under the different studies to correspond with number of questions, and thus avoid having to write the questions.

Write in large letters across your paper the names of the different branches as you get to them. Make your answers as short as possible, but be explicit—concise but plain.

EXAMINATION

of Applicants for Certificates to
TEACH PUBLIC SCHOOL.

SPELLING.

1. What is a letter? A syllable? A Word?
2. Name the vowels and give their uses. Define pronunciation and accent of words.
3. How is the plural of words formed? What rules regulate the addition of a syllable to monosyllables, or words of one syllable, and words of two syllables when accented on the last syllable?
4. Give all the uses of capital letters?
5. Correct the following if spelled incorrectly? (1) Diveing, (2) Untill, (3) Religeous, (4) Headake, (5) Runing, (6) Beleive, (7) Seperate, (8) Referring, (9) Orthorety, (10) Secratary

DEFINING.

- (1) Meet, (2) Meat, (3) Sea, (4) See, (5) Straight, (6) Strait, (7) Inter, (8) Enter, (9) Need, (10) Knead.

READING.

1. What is reading?
2. In reading, define accent, articulation, emphasis and inflection.
3. Name and explain the uses of the different punctuation marks used in reading.
4. Explain the difference in grammatical and rhetorical pauses in reading.
5. What are some of the indispensable qualities of good reading, and how do you teach them?

WRITING.

You will be marked on writing by the manner in which you write your answers to the questions on reading, just above.



ARITHMETIC.

1. Name the five fundamental principals or rules of arithmetic, and give the meaning of Minuend, Subtrahend, Product, Quotient.
2. Name the various kinds of fractions and give an example of each. What do you mean by the "least common multiple," and the "greatest common divisor" of a number? Explain the difference between the numerator and denominator of a fraction. How do you add, or subtract common fractions?
3. What is the difference between common fractions and decimal fractions? What is the difference in result between prefixing a cipher, to a decimal fraction, at the same time moving the decimal point one place to the left, and annexing a cipher without moving the decimal point?
4. What is the legal N. C. interest on \$450.20 for 2 years, 6 months and 15 days?
5. How do you calculate the per cent. of gain or loss on a sale? Extract the square root of 54,756.

ENGLISH GRAMMAR.

1. Name the different parts of speech, and define each.
2. Name and define the different parts of speech that are subdivided and name those that are not subdivided.
3. What is a sentence, and what are the principal parts of a sentence. Define a phrase, clause and modifier. What parts of speech are unmodified?
4. How many tenses has each of the moods? Define them. Give the participles in both voices of the verb "love."

5. Define a regular, irregular transitive and intransitive verb. Name the different kind of sentences in respect to form, and in regard to meaning, and give an example of each class.

GEOGRAPHY.

1. What is Geography? Name and define its divisions. Name and define the divisions of land and water.
2. Name and explain the motions of the earth. Its orbit.
3. What is a great circle? A small circle? Meridian circle? A meridian? Equator?
4. Explain Latitude, Longitude, Equinoxes and Solstices. Name, locate and define the zones.
5. Bound the State in which you live, and the county in which you live. Name and locate the capital of the U. S., and your State; and name and locate the principal city of the U. S., and of your State.

PHYSIOLOGY.

1. What is Physiology?
2. What is Anatomy? Hygiene?
3. What are the three general divisions of the bones? Name their uses.
4. Name the organs of circulation, and tell the use of each organ.
5. What three stages are there in the effect of alcohol on the nervous system? Tell the effects of alcohol and tobacco on those who use them.

N. C. HISTORY.

1. Tell about the early attempts to settle N. C.; and who the permanent settlers were, where they came from, where they settled and when was it.
2. Who were the representatives from N. C. in the first Continental Congress? Name the battles of the Revolutionary war fought in N. C.
3. Tell why N. C. withdrew from the Union in 1861, and what part she took in the civil war of that date.
4. How was N. C. governed up to the Revolutionary war? Who was the first governor after the Declaration of Independence? Who, in your opinion, is the greatest man N. C. has produced? Who is governor now?
5. What great statesman, of national reputation, has Warren county produced? Give the natural advantages of N. C., and her disadvantages.



U. S. HISTORY.

1. Where and when was the first permanent English settlement made in the U. S? What other nations made settlements within the present limits of the U. S?
2. Name the principal wars of the English colonies in America prior to the Revolution, and name some of the noted leaders of that time.
3. Give the causes of the Revolutionary war. Name some of the principal battles, and tell who the chief commanders of the American and British forces were in that war.
4. What were the causes of the wars of 1812, 1845 and 1898? Name the leading U. S. Generals of each of these wars. Give the territory acquired by the war of 1898.
5. What were the causes of the great Civil war of 1861-1865? Who were the great Commanders on both sides during this war? Name the first President of the U. S., and name the present President and his cabinet.

THEORY AND PRACTICE OF TEACHING, AND PEDAGOGY.

1. Which do you think is the better method of teaching, Inductive or Deductive? Give the meaning of these two methods.
2. Give what you consider the proper qualifications of a true teacher.
3. What do you think of corporal punishment, and when would you inflict it? How would you punish pupils, and for what offenses would you punish them?
4. Give a general outline of how you would conduct your school—Hours of study and recreation.
5. What are the true rewards of a teacher?

CIVIL GOVERNMENT.

1. State what you understand is to be taught your pupils in civil government.
2. What are the principal Divisions of our National Government?
3. Give the duties of the different branches of our National Government, and tell how the different officers are elected.
4. What are the principal Divisions of our State Government, and of our county Government.
5. Give the duties of the different branches of our State and County Government, and tell how the different State and County officer are elected.

Write out, at the end of your examination papers, the following certificate and sign it, or else your papers will not be graded:

"I hereby certify that I have neither given nor received aid from any source during this examination."

Signed,
Dated

Four hours is ample time for any applicant, who is sufficiently qualified, to occupy in taking this examination, and the time taken will be considered in grading the papers.

This examination is reprinted through the courtesy of The Warren Record, Warrenton, N. C.

If your files hold any N. C. educational documents of historical interest, we would be interested in seeing, and perhaps, reprinting some of them.

Staff Communication Sought by Bulletins

"In-Basket" is the title of a bimonthly publication going to all professional staffers in the Winston-Salem/Forsyth school system and "News Bulletin" is the title of a similar one published monthly for the personnel in the Lee County system. Both are efforts to achieve closer communication between teachers and the administration.

"Too often the administration assumes the teachers know what is going on in the system, but they do not," Lee County Superintendent Ben Brooks, III, explained. Topics discussed in recent issues of the two publications have included area professional meetings and lecture series, local teacher-pupil ratios, progress of experimental education programs, changes in the retirement system, new approved life insurance plans, in-service education opportunities, problems of maintenance, and recognition and honors to staffers.

Attendance Officers Hold Statewide Meet

(Continued from page 1)

Walter Dudley, secretary of the NCEA Division of Superintendents; Ken Tilley, NCEA field consultant; Cashwell; and Dr. J. P. Freeman, director of Teacher Education for the Department, were panel members in a discussion on "The Professional Future of School Attendance Counselors in North Carolina." Also of particular interest was a panel discussion on "Why the School Drop-Out?" moderated by Dr. R. Sterling Hennis, associate professor of the School of Education, UNC-Chapel Hill. Albert W. King, assistant professor of the School of Social Work, UNC-Chapel Hill, directed a discussion on "Techniques of Counseling."

"As the counselors left the Institute on Thursday they were already asking about another workshop," stated Robert E. Phay, co-host of the program from the Institute of Government.

The Attorney General Rules

Scholarship Loan Fund for Prospective Teachers; Credit upon Loan for School Year Taught in a North Carolina Public School; Chapter 1237 of the Session Laws of 1957; Teaching in a Technical Institute Administered by Department of Community Colleges as Credit upon Scholarship Loan.

In reply to your recent inquiry: You state you have an inquiry from a recipient of the Scholarship Loan Fund for Prospective Teachers as to whether he might satisfy the requirements of the Loan by Teaching in a technical institute administered by the Department of Community Colleges. You inquire if a recipient of the Scholarship Loan Fund may receive credit on the Scholarship Loan by teaching in a technical institute or in a community college.

The Scholarship Loan Fund for Prospective Teachers was established by Chapter 1237 of the Session Laws of 1957. The Fund was established as an aid to any resident of North Carolina "who is interested in preparing to teach in the public schools of the State." It is also provided in the Act that "Recipients of Scholarship Loans shall enter the public school system of North Carolina at the beginning of the next school term after qualifying for a teacher's certificate, based upon a bachelor's degree, or, in case of persons already teaching in the public schools, at the beginning of the next school term after the use of such Loan."

As to credit upon a Scholarship Loan, it is provided: "For each full school year taught in a North Carolina public school the recipient of a Scholarship Loan shall receive credit upon the amount due by reason of such Loan***Provided, however, that in lieu of teaching in the public schools a recipient may elect to pay in cash***."

Technical institutes and community colleges, as well as industrial education centers, operate under the provisions of Chapter 115A of the General Statutes. These are relatively new institutions and are separate and apart from the public school system, although they may provide some instructional service by contracting with other public or private educational institutions of the State. The Scholarship Loan Fund for Prospective Teachers clearly refers to the public school system, which is established under Chapter 115 of the General Statutes. The public school system is defined by G. S. 115-5 and the different types of public schools are classified and defined by G. S. 115-6, and these various types may be an elementary school, high school, a union school, a junior high school and a senior high school. It is very clear to us that the whole meaning and tenor of the Act establishing the Scholarship Loan Fund refers to teachers in the public school system established under Chapter 115 of the General Statutes. The Act not only speaks of the public schools but it also speaks of the requirements for a teacher's certificate, and, as we know, the teacher's certificate is required for teachers in the public school system established under Chapter 115 of the General Statutes.

We, therefore, are of the opinion that the recipient of a Scholarship Loan under Chapter 1237 of the Session Laws of 1957, which established a Student Loan Fund for teacher education, cannot satisfy the commitment to the Fund and cannot credit against the Scholarship Loan by teaching service in a community college or in a technical institute operating under Chapter 115A of the General Statutes. Our answer, therefore, to your question is in the negative. Attorney General, September 2, 1967.

Superintendent Carroll Says . . .

(Continued from page 2)

3. Can a teacher be assigned against his will to teach in a school in which the vast majority of teachers and pupils are of another race?

In addition, I have been receiving renewed expressions of concern from teachers about assignments of this nature:

1. Extension of the work day to include supervision of children arriving at school as much as an hour before school opens and leaving as much as 30 minutes to an hour after the end of the regular school day, due to bus schedules or other circumstances.

2. Request for a 30-minute, duty-free lunch period.

3. Request for one unassigned period a day.

4. Relief from required attendance at teachers' meetings after school, at night, or on Saturdays.

5. Relief from such clerical duties and interruptions to teaching as the collecting of fees, the collecting of lunch money, accounting for books.

6. Desire by some to be relieved of homeroom responsibilities, including the responsibility for attendance and pupil records, the handling of pupils' report cards after receiving grades from other teachers, and so forth.

7. Allowance for travel and subsistence expenses in the performance of professional duties comparable to allowances granted under some of the federal programs.

Yesteryear, few teachers had the nerve to raise questions about terms and conditions of employment. The reverse is true today. Because teachers are raising questions and expressing concerns, they are described as militant. Is militancy per se evil? . . . I prefer to stick with this definition: A militant person is "aggressively active in a cause." Rather than have militancy evolve into sanctions, or strikes, or what have you, I feel it is incumbent upon all of us as teachers, school board members, administrators, and lay people to channel this aggressiveness in behalf of a good cause into highly productive channels and purposes. . . . I would emphasize again and again that course of action to which some of you have already addressed yourselves, namely, the formulation and adoption of policies covering personnel employment, grievances, agreements, and related subjects

I repeat that to upgrade its program of instruction the school board must operate in a "buyer's market" and be in position to exercise selectivity in employment. And, as a matter of justice, the rights of teachers and other personnel must be respected. In the interest of children and society . . . I recommend that we give consideration forthwith to a State minimum salary schedule for teachers within the range of \$6,000 for the college graduate without experience to \$11,000 for the teacher with 20 years' experience. Obviously a salary schedule of this nature will cost tens and tens of millions of dollars additional

In addition . . . I feel we cannot ignore fringe benefits which seem to be the order of the day Some of you boards of education, I believe, may have already provided liability insurance for some of your personnel. Some of you may have given consideration to hospital insurance and other fringe benefits.

At the same time that we give consideration to personnel policies and salaries, I feel it is most imperative that we review constantly the manner in which we are utilizing personnel With the view to bringing about the best teacher-load possible and in order that every employee is performing an essential function effectively and productively, I invite your most solicitous attention to the staff-pupil ratio in your respective administrative units.

Of even greater importance I recommend that all of us look anew and constantly at the number of teachers within your faculties who are teaching outside their field of preparation and certification I feel up-to-date, purposeful in-service education of the right type and at a cost well in excess of that to which we are accustomed, offers the best solution

To the best of my knowledge there is no sure-fire way to assess with complete satisfaction the effectiveness of an educational program. Nevertheless, I believe we can be assisted in our assessment by looking constantly at the components generally associated with a good school. Allowing for all the weaknesses that might be inherent in any set of accreditation criteria, I hope you will take a look at your accreditation status. Especially would I commend your giving consideration to regional accreditation for both your elementary and high schools.

Last year 111 of the 169 county and city administrative units had some of their schools accredited by the Southern Association. Five units—including two counties with no supplementary tax levy—had 100 percent of its elementary and high school pupils in Southern Association approved schools. Unfortunately, in my opinion, 58 units had no pupil in a school accredited by the Association

The least we can do, and I know you concur, is to operate our schools up to an acceptable standard as represented by accreditation criteria. I believe we can and I believe we will!

Instructors Author Fun & Fitness Book

Two staff members of the Charlotte-Mecklenburg Schools are co-authors of a new book, **Fun and Fitness through Elementary Physical Education**, which is designed to provide a complete and progressive program of physical education at the elementary level. The authors are Miss Rosalie Bryant, director of elementary health and physical education, and Mrs. Eloise Oliver, elementary physical education instructor.

The book gives practical approaches to objectives, growth characteristics, movement exploration, warm-ups, and teaching hints. It was published by Parker Publishing Co., a division of Prentice-Hall Co., and was selected as Book of the Month by the Educator's Book Club.

School Board Group Adopts Resolutions

Around 450 members of boards of education, district and advisory committee members, superintendents, and principals attended the 13th annual meeting of the North Carolina School Boards Association held during the last week of October at UNC-Chapel Hill.

Noting the "serious nature of teacher and professional conflict," the association pledged itself to the development of written personnel policies and better communication between the public, teachers, superintendents, and school boards at the local level. In another resolution the association lent its support to "the principle that federal funds for public educational purposes should include funds in the form of general aid or 'block grants' administered without federal control through the U. S. Office of Education and the appropriate state agency in accordance with state policy."

BEAUTY IN THE DARK



"They Find Beauty in the Dark," is the title of a short but impressive article written by Charles W. Stanford, curator of education for the North Carolina Museum of Art in Raleigh, and appearing on the front page of the November issue of *Reader's Digest*.

The article describes a 17-year-old student examining Rodin's sculpture, "The Hand," in the Mary Duke Biddle Gallery for the Blind, part of the State's art museum. Thousands of the sightless have visited the gallery. "It's thrilling to watch as sensitive fingers discover the beauty of a Grecian urn, or run over the features of a mask of Beethoven," Stanford wrote.

Winston Host for National School Chiefs

Around 70 superintendents of school systems serving cities of 100,000 to 300,000 population met in Winston-Salem during the third week of October. It was the first meeting for the group in North Carolina and the attendance exceeded all past conferences.

Discussion topics included "Desegregation of Schools," "New Ideas in Education," "Headstart Programs," and "Negotiations and Sanctions." North Carolina's superintendent of public instruction, Dr. Charles F. Carroll, was the first speaker at the four-day conference. He stressed up-grading school personnel by more in-depth liberal education and increased in-service training. He also pointed out that "it is going to have to be supported adequately from all levels."

Social Change

Superintendents, he said, are caught up in a swirling river of social change. "They are the man in the middle between traditional attitudes and modern conditions and they can emerge from the crossfire either as the hero of meritorious decision or the scapegoat for unresolved ills." However, he continued, "I am not about to say that American educators are without the knowledge, ability, or the will to make this their finest hour." He said the people in education are definitely equipped to cope with their problems if they have the financial and moral support of their people.

"The schools can do something for everybody, but they cannot do everything for anybody," Dr. Carroll said as he urged the superintendents to realize the limitations of their schools. As for innovation, he pointed out that some "old acquaintances are appearing in new attire." Non-graded classes are as old as the little red school house and Plato was Socrates' teacher aide, he said. "Innovation for education is good, but innovation for its own sake may be something else."

The State superintendent said he is not unduly alarmed over the furor out of which criticism of education comes. "One of the best evidences of the success of the schools is that we have helped make it possible for some of our former students to qualify as competent critics."

Samuel J. Cole has replaced Edbert N. Peeler as superintendent of the Governor Morehead School in Raleigh. Peeler has retired after serving the school as superintendent for 22 years. Cole had previously been assistant superintendent of the State-supported institution for blind and deaf children. George B. Causby, until recently principal of the Wendell School of the Wake County system, has been named to succeed Cole as assistant superintendent.

LOOKING BACK

In December issues of the
North Carolina Public School
Bulletin

Five Years Ago, 1962

North Carolina colleges have enrolled 80,804 students this year, 5,603 more than a year ago and nearly double the number enrolled 10 years ago . . .

One hundred and forty-six public high schools of the State offered courses during the summer of 1962 . . . a total of 19,492 students took work, either make-up or new courses, during this period.

Ten Years Ago, 1957

Of each dollar expended from the State appropriation for operating the public schools, 85 cents were used for paying the salaries of teachers, principals and supervisors.

Fifteen Years Ago, 1952

Charles F. Carroll, State Superintendent of Public Instruction, will make his first major address since assuming office at the third annual Industry - Education dinner here . . . (Greensboro)

The Public School Insurance Fund, operated by the State Board of Education, earned \$249,050.10 during the fiscal year which ended June 30.

Twenty Years Ago, 1947

Six hundred and twelve one-teacher schools are operated as a part of the State's public school system this year.

N. C. spends eight times more today on the education of the average child than it spent in 1914-15.

Twenty-five Years Ago, 1942

Due to the emergency situation resulting from the present war, a modification has been made in the qualifications for teaching in the public schools of the State.



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Joe Johnston to Head SACS Next Year



President-Elect

Dr. Joseph M. Johnston, acting director of the Division of Federal-State Relations and State coordinator of ESEA Title I for the Department of Public Instruction, was elected 1968 president-elect of the Southern Association of Colleges and Schools (SACS) at the 72nd annual meeting in Dallas, Texas, during the last week of November. He will succeed Dr. Andrew D. Holt, president of the University of Tennessee, as SACS president. Installation will be at next year's annual meeting in Atlanta, Ga.

Dr. Johnston is serving as secretary of the North Carolina Committee on Secondary Education, and he was chairman of the Commission on Secondary Schools from 1963 through 1966. He has had experience as a teacher, principal, superintendent, visiting professor, and supervisor of curriculum development in addition to serving on many local, State, and Federal education committees.

Membership in the Southern Association among North Carolina secondary schools rose to a total of 310 with an increase of 21 new accreditations and eight losses. Seven of the eight losses were due to consolidations. Only one secondary school lost its accreditation because of deficiencies.

Elementary school accreditations were increased by 37 admissions. There are now 392 accredited elementary schools in the State. Completing its first year in SACS, the Commission on Elementary Schools drew up and approved the criteria for accreditation of elementary schools in the 11 states under the SACS Central Reviewing Committee.

Five of the seven members of the one-year-old North Carolina Committee on Elementary Education were in attendance: Miss Madeline Tripp, State supervisor of elementary education and chairman of the North Carolina elementary group; Mrs. Mildred Miller, director of instruction, Mooresville; Dr. Carl Brown, professor of education, UNC-Chapel Hill; Dr. John Bridgman, director, the Advancement School, Winston-Salem; and Bill Holcombe, superintendent, Fort Bragg schools. Also present was John Farmer, State supervisor of secondary education who serves as executive secretary for the North Carolina elementary committee. The most significant

(Continued on page 10)

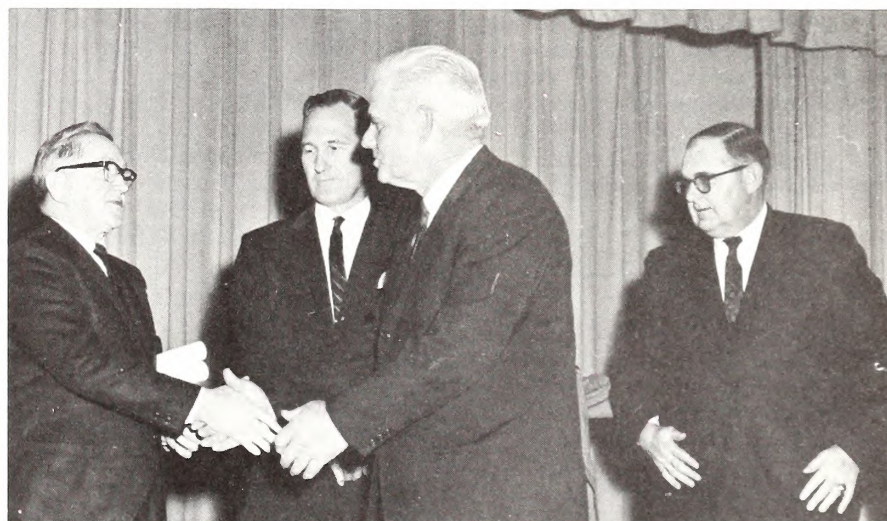
Superintendents Hear Carroll and Herring

"If we did not support change, we would be for stagnation," Dr. W. Dallas Herring, chairman of the State Board of Education, told the NCEA Division of Superintendents during that group's winter conference in Durham last month. However, he added, there are certain unchanging principles and the "changes we implement in education must first be weighed against these principles and values Our progress depends upon our commitment to change and also our determination to hold on to certain old ideals—such as universal education, an opportunity for all."

Open Door

The door is always open for communication between the school superintendents and the State Board of Education, the chairman said. "Someone must make decisions, someone must establish priorities and needs. We need your counsel as we determine, for example, how important is a State-wide kindergarten program."

(Continued on page 10)



November 18 was observed by the town of Coats as "M. O. Phillips Day" in honor of the assistant State supervisor of vocational agriculture who taught there for 30 years before joining the State staff. Phillips (left) is congratulated by R. A. Gray, superintendent of Harnett County Schools (left center), and the Rev. Ralph Byrd, State Commissioner of Agriculture Jim Graham looks on. A scholarship fund was established in Phillips' name by a group of citizens. Phillips' mother and an aunt were flown from Carthage, Miss., to take part in a "This is Your Life" program.

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

CHARLES F. CARROLL
State Supt. of Public Instruction

J. E. MILLER
Associate State Superintendent

ALMETTA COOKE BROOKS
Editor

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Editorial Assistant



EDPRESS

VOL. XXXII, NO. 5 January, 1968

Official publication issued monthly except June, July and August by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh, N. C. 27602

The most productive nation on the globe can afford an adequate educational system. The real question is whether we believe in these things. The people are going to pay—one way or the other. They are either going to pay for a truly adequate system of education or for dwarfed lives in the form of unemployment and frustrated people living in poverty and delinquency.—Dr. John T. Caldwell

At perhaps no level in the nation's educational organization is the potential value of man-machine systems as great, and yet as untapped, as at the level of state departments of education.—Frank Farner, University of Oregon

I have slowly arrived at the conclusion that a radical rethinking of the financing of our public elementary and secondary schools is overdue and that in each state the entire financial responsibility should be that of the state and not the local school district.—Dr. James B. Conant

Tar Heel Teacher Production

By James E. Jackman

How does North Carolina compare with other states in the production of prospective teachers? Even if qualitative factors were left out of the picture, all the published data available could not provide a nearly fair or adequate answer to that question. There are, however, certain basic statistics which give a rough indication of the contributions of the states in teacher education—and the Tar Heel State shows up rather well in these percentages.

North Carolina ranks 10th in enrollment and 11th in the number of professional personnel in **Rankings of the States, 1967**, an NEA publication based on 1966 and 1965 data. It does not seem remarkable, then, that the State also ranks 10th in the production of teachers, according to the **Teacher Supply and Demand** survey for 1966 issued by NEA.

Not remarkable, unless several other ratios and rankings are taken into consideration. For example, when the number of graduates qualifying for teacher certificates in 1966 is related to the populations of the respective states, North Carolina ranks fourth among the top 10, with one prospective teacher for every 891 of the State's estimated five million residents.

Among the top 10, only Ohio, Michigan, and Indiana lead North Carolina in this respect. Massachusetts follows North Carolina with one prospective teacher for every 937 residents. New York, Pennsylvania, Texas, Illinois, and California trail the national average of 975 residents per prospective teacher graduated. California's ratio is nearly 2,000 to one.

Fifth

Relating the state populations to the national population, the state teacher production totals with the national totals, and taking these two percentages together afford a ratio which places North Carolina fifth among the top 10—with an estimated 2.6 percent of the nation's population, producing 2.8 percent of the nation's 200,919 prospective teacher graduates in 1966.

When basic economic factors are taken into consideration, the contribution of North Carolina's colleges and universities appears even more remarkable. Of the top 10 teacher-producing states, North Carolina and Texas are the only two whose per capita personal incomes falls below the national average of \$2,746 in 1965. Texas ranked 34th with \$2,338 per capita, and North Carolina was 44th, with \$2,041. Illinois, New York, California, Massachusetts, and Michigan ranked 4th, 5th, 6th, 9th, and 10th, respectively, all with per capita incomes over \$3,000.

Overall View

Taking all 50 states into consideration, rather than just the top 10, North Carolina's ranking on ratio of prospective teachers graduated to total population drops to 23rd place. Several of the less populous states, particularly in the midwest and far west, have considerably more favorable ratios. North Dakota ranks first with one prospective teacher to every 385 residents. Other states with a relatively large proportion of such graduates are Utah, South Dakota, and Montana. The only Southern states which surpass North Carolina in ratio of these graduates to total population are Mississippi, Kentucky, and Arkansas—and the actual number of their graduates is far lower than the number of graduates prepared to teach in North Carolina.

North Carolina is about average in the percentage of college graduates qualifying for teaching certificates who enter teaching positions the following fall and the percentage of these graduates teaching in other states. About 72 percent go into teaching the next fall. Approximately 20 percent of our graduates qualifying for certificates leave to teach in other states. Interpreting the significance of these percentages is somewhat hazardous, as explanations for the data could be quite different for different states. Certain comparisons, for example, suggest that the effects of salary differences may well be exaggerated as the prime factor in the percentage of graduates leaving to teach in other states.

(Continued on page 14)

PHYSICS ENROLLMENT: Let's Reverse the Trend

By The Science Education Staff

North Carolina has observed a 23 percent decline in enrollment in high school physics classes over the past three years. The causes are many. Everyone knows the difficulties of finding qualified teachers. More difficult to pinpoint, perhaps, is the national mood that during the 1960's has been swinging away from the sciences to the humanities.

The situation is serious and calls for careful consideration by school administrators and guidance counselors. Not every aspect of the problem can be solved immediately, but there are some things that can be done now.

What is the image of the physics course to the rising senior who is pondering his schedule? Is physics for engineers only?

Physics should be part of the general background of every high school student who is specializing in science or mathematics studies. A second-year course in one of the subject areas of science should neither supplant nor displace physics.

This may be an appropriate time to refer to the science sequence recommended by the State Department of Public Instruction for grades 9-12:

(1) For the average science student—physical science, biology, chemistry, and physics.

(2) For the above average student—biology, chemistry, physics, and an advanced course in science.

Early specialization in one of the science disciplines could lead to deficiencies which would become apparent in post-secondary school studies. One of the secondary school's functions is to give the student the beginning of a broad and general knowledge in the several areas of learning.

Furthermore, physics has many applications in everyday life which make it a valuable course for general education. If a student wants to understand the world around him, physics provides many answers.

An understanding of the principles of physics operating within and upon a moving automobile can promote both economy and safety. Understanding physics can also produce intelligent awareness of space programs, residential heating and cooling systems, cooking, and even the components of a hi-fi system. Wave phenomena, of course, have relevance to all forms of communication.

The everyday implications are endless. All manufacturing in all industries involves transfer of energy. Transportation and construction work call for an understanding of physics by both the professional and the general employee. Our defense establishment relies heavily on physics, modern weaponry being just one example.

Perhaps if this modern view of physics could be promoted through other science classes such as physical science, enrollment in physics classes would be stimulated.

Retiring Staff Members Honored At Annual State Agency Party

Six retiring staff members were honored at the Christmas party sponsored by the Controller's Office and the Department.

J. J. Beale, supervisor of staff training for the Division of Vocational Rehabilitation, came to Raleigh in 1946 to work with the Division after serving as teacher and principal since 1923 in schools in Northampton, Gates, Bertie, and Hertford Counties. He holds an A.B. in English and Philosophy from UNC-Chapel Hill and has done graduate work at N. C. State University.

Miss Effie Iola Parker has worked with the television education program since it began in 1960. She taught the WUNC-TV U. S. History course for one year from the Raleigh studio and six years from the Chapel Hill studio. Miss Parker began her teaching career in Rocky Mount in 1923 and plans to return there to make her home. She holds a B.A. from UNC-Greensboro.

T. E. Glass, equipment superintendent for the Division of Transportation, traveled 40 western counties for the Division until his retirement July 1. A native of McDowell County, Glass came to work for the Division of Transportation in 1937 from Edgecombe County.

T. F. Wilkinson, supervisor of mail and messenger services, began his work with the Department in 1943 with a two-man staff. The Cary resident started his service to the State in 1936 with the Surplus Commodities Division of the Department of Public Welfare.

Mrs. Evelyn Fleming and Mrs. Mary Barnes both retire after working with the Division of Textbooks for 17 years. Mrs. Fleming, a native of Madison in Rockingham County, has lived in Raleigh for 32 years. Mrs. Barnes came to Raleigh in 1919 from Hamilton in Martin County.

LEAVE REGULATIONS AMENDED

Sick Leave and Substitute Teacher Regulations were amended at the December meeting of the State Board of Education to allow teachers to serve on certain educational boards and committees and take part in local in-service training without salary deductions.

The new regulations refer in part to teachers who are attending meetings as members of the Board of Governors of the North Carolina Advancement School and the Governor's School or members of the Governor's Study Commission on the Public School System of North Carolina or committees of the Commission.

A substitute teacher employed when a regular teacher is assigned by the superintendent to participate in in-service school projects conducted by school administrative units is to be paid from local funds.

Macon School Bus Becomes Speech Therapy Classroom

From the outside it looks like an ordinary school bus. The inside reveals a mobile classroom which takes speech therapy to some eighty-two students in Macon County.

In these days of crowded schools, buses such as this can be the answer for a number of school systems, State speech and hearing supervisors say. They point out that many speech therapists must work in makeshift corners, lugging their equipment from place to place.

The Macon County mobile classroom grew out of such a need. It was designed by the speech teacher, Mrs. Evelyn Pangle, with the help of Macon school officials. Two school maintenance men, Charles Nolen and Jack Mashburn, converted the pumpkin into a chariot.

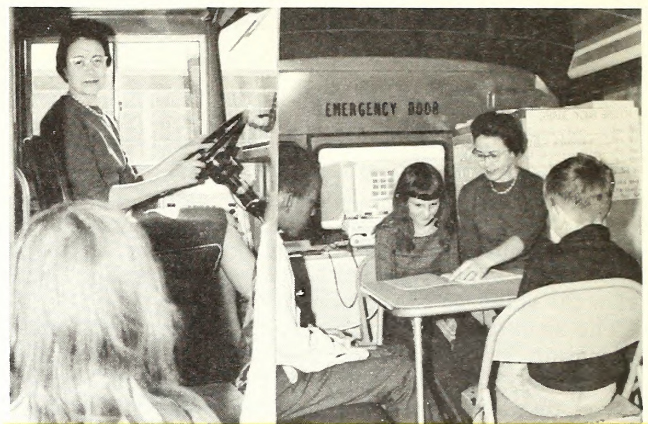
They began with a Wayne school bus with a square top. (This square design permits an adult to stand up along the sides of the bus as well as in the middle.) This bus, already a part of the Macon transportation fleet, was replaced by another bought with local funds through the Division of Purchase and Contract.

Nolen and Mashburn installed insulation and thermostatically controlled electric heaters. They added a tile floor, wood paneling, shelves, mirror, and fluorescent lights. The classroom also includes a teacher's desk and chair, file and storage cabinets, bulletin and chalk boards, a projection screen, and a table and chairs which can be folded and placed in a storage rack. Most of the equipment is stationary, thus permitting the unit to move from school to school with ease.

In the storage cabinet is a tape recorder, a film-strip projector, a Language Master, and other speech therapy aids needed in working with the children.

A 220-volt line is attached to the bus, and a proper outlet has been installed at each school where the bus operates. When the teacher and bus arrive at a school and the electric line is plugged in, the unit is flooded with light and the heat comes on. Mrs. Pangle is ready to begin her classes.

Looking from the rear of the bus toward the front exit, a projector screen has been pulled down and hides the driver's seat.



Mrs. Evelyn Pangle is shown at left above at the wheel of Macon County's speech therapy bus. At right, a scene inside the bus (looking toward the rear exit) shows Mrs. Pangle working with students.

Mrs. Pangle was a substitute teacher when her children were small; as they grew older, Superintendent Bueck encouraged her to go back to school and get a graduate degree. She now holds a degree in elementary education and a graduate degree in speech therapy. Both of her children are in high school, and she has been teaching full-time for six years. In addition to her teaching duties, she drives the bus, fills it with gas, and plugs the line into the school outlets.

The traveling classroom makes two scheduled visits to each school every week. Children with speech and hearing problems come to the unit for thirty-minute classes and return to their regular classrooms.

This bus was converted to a mobile speech therapy unit for a fraction of the cost of a unit outfitted commercially for the same purpose. Superintendent Bueck will be glad to give specifications and share Macon's experience in the project.



The Macon County speech therapist stands in the front doorway of the bus between the school's two maintenance men who converted the vehicle into a classroom. The men are Charles Nolen, left, and Jack Mashburn. All photographs are by Superintendent Bueck.

Learning How to Learn . . .

(In November Mrs. Tora T. Ladu, State supervisor of foreign languages, was visiting schools in the Los Angeles area for the purpose of observing an experimental program in Spanish which was developed by Dr. William Bull of the University of California at Los Angeles. She had the good fortune of being at the University Elementary School (UCLA) on a day when a group of educators were being given a tour of the school. She was invited to join the group and this is her report.)

The three-fold role of the University Elementary School is research, experimentation, and inquiry in education. Everything is secondary to research, but, in the words of its principal, Dr. Madeline Hunter, "If it is not a good school for children, it is not a good school for research."

As a center of inquiry the University Elementary School has the responsibility for exploring and evaluating promising ideas relating to educational theory and practice. The school, therefore, provides a setting in which researchers may study aspects of the learning process, early childhood and elementary curriculum and instruction, school administration, supervision, teaching, counseling, health services, and home-school relations.

Research

The school serves not only as a center for educational research but also as a center from which its research interests, practices, and findings are communicated and disseminated. Communication is promoted through demonstrations, conferences, and seminars. The dissemination of information related to the functions of the school is facilitated through publications, television, films, and other appropriate media.

As a research facility, the school is available to all departments of the University. More than 20 departments are currently involved in research projects.

The first priority of admission to the school is the consideration of how the child can contribute to the heterogeneity of the group. The children represent as great a variety as possible in economic, social, and ability backgrounds. A research population of approximately 50 children at each age level is maintained. Consequently about 50 nursery school children are enrolled each September. Other openings are infrequent.

The four divisions of this completely ungraded school are early childhood (ages 3 to 6), lower elementary (ages 5 to 8), middle elementary, and upper elementary. Each child is diagnosed individually and the program is made to fit him. The school is compared to a pharmacy in which prescriptions are made to fill certain needs. Consideration of age is no factor. A diagnosis is made of where knowledge leaves off and learning needs to begin. Social and physical maturity are also important considerations.

Objectives

Their four objectives of early childhood education are

- That the child will become a human being in his own right
- That he will work and play productively
- That he will deal productively with materials
- That he will relate productively to adults.

When the child has achieved these objectives, he goes on to the lower elementary level.

Since one of the primary objectives of the school is to develop leadership, the child is constantly guided into evaluating himself, learning to assume responsibility for self-correction, and developing a zest for learning in itself, not for grades or later admission to the University. The children's progress is followed after entrance into junior high schools, and it has been observed that they

generally occupy a disproportionate share of leadership. For example, out of 10 children sent to one junior high school eight held elective offices of leadership.

Placement

The two criteria for placement of a child are the kind of teacher he needs (the nurturing or the exacting teacher, or any variation between these types), and the kind of peer group he needs. The object is to learn in spite of, not because of, his environment. In placement, no consideration is given to IQ or ability.

There are self-contained classrooms and team teaching, but no departmentalization. Teachers plan, work, and evaluate on a team basis. Changes are made weekly in planning and teachers do not remain with the same group. Decisions are made according to the types of activities and the needs of the groups at any given time. There is no remedial work in the school. Variations in grouping take care of this problem. Children may be in a certain group one week and move to another group when they are ready.

This experiment of a non-graded school has been going on for several years and no weaknesses have been found. "It is concordant with everything we know about learning," said Dr. Hunter, "whereas the graded school is not." The expansion of knowledge is more important than specific content at any level. "Learning how to learn" is paramount. Dr. Hunter emphasized, "Everything done here could be done in any school."

Two State associate supervisors of guidance services accompanied 36 North Carolina high school guidance counselors to the United States Military Academy last month. Such visits are conducted each year by the academy in order to familiarize guidance counselors with admission policies and the way a cadet lives at West Point. State Department of Public Instruction staffers John Knox and William C. Tucker were invited this year so that they may offer counselors throughout the State a better concept of the academy.



By Lynne Hartshorn

The coded headline tape, above, reads: **A TOOL FOR TODAY—THE COMPUTER.** Mysterious as it seems, the computer code is not difficult. It uses symbols only because language is subject to so many interpretations. In using a code, different types of data can be processed together (in the same computer by using different feed terminals) in a phenomenally short amount of time and without errors.

Unless we are fortunate enough to have access to a computer in our work, we may not realize that the computer can be as integral a part of our lives as the typewriter and telephone.

Many phases of daily living are already affected by the use of the computer: communications, business, industry, and education. The computer is a tool—it does not have the capacity to think. As a

tool, it can count and stimulate information about a wide range of materials. And it can perform its relatively simple operations only after being given directions to do so by a programmer.

54 Students

As an educational tool, 54 students at Needham Broughton High School in Raleigh are finding that the computer teaches—actually forces—logical thinking and decision making. Edward G. Blakeway teaches the course in the use of computers, the Engineering Concepts Curriculum Project (ECCP). He points out that the “engineering” title is deceptive in that the course is not designed for engineers, but for any average college-bound student. Science is not even a prerequisite, but a student must have a background in algebra and geometry.

Since the digital computer is used as a basic tool in the program, students spend the first part of the course learning how logical thinking and the binomial number system assist in building simple electrical circuits that can add and perform other operations basic to the digital computer. In addition, field trips to see the computer at the Occidental Life Insurance Co. in Raleigh and others in the area serve to broaden their concept of the vastness of this man-made machine which will receive their programs.

The second part of the course involves decision making and modeling of real situations on the computer such as the springing of an automobile, the best time to trade in a car, and population trends. The final phase of the course deals with the control of energy through the use of the digital and analog computers whereby energy amplification is stimulated and studied—such as the frequency of vibration experienced on a bridge. This is the phase of the program which reveals to the student, Blake-way pointed out, that the computer and computer terminal are only tools used to help solve complex physical problems encountered when studying natural phenomena.

Motivated

“I have never seen kids so motivated,” Blakeway said in discussing the course. The sign-up sheet, for work at the school’s two teletypewriter terminals (hooked to Pillsbury-Occidental Company’s Call-A-Computer facilities), is always filled. Some students arrive at school as early as 7:10 a.m. to program problems in homework or individual problems developed by them to satisfy their own curiosities. They work on the computer during lunch and study periods throughout the day and many arrange to remain late after school in order to have more time at



Chuck Fox, sitting at terminal waiting for response from computer, is aided by Mike McIntire on a program during their lunch period.

Educational tool today, household word tomorrow...

The luxury we see in a computer today will probably be considered a necessity by our children. Computer language may be the means by which international communication barriers are shattered....

the terminals. Mathematics supervisors in the State Department of Public Instruction agree with Blake-way when he declares: "If this course does not ex-perience tremendous expansion, schools are depriv-ing their students of a really exciting and extremely important course."

Proposal

A proposal seeking federal funds (under Title III of the Elementary and Secondary Education Act) has been written in the hope of expanding the program. Approval of the proposal by the U. S. Office of Edu-cation would mean that other high schools in the Raleigh system could for the next school year include the computer as a tool to assist in the instruction of an Advanced Mathematics Course.

Broughton is one of 28 schools in 17 states which pioneered in ECCP last year and the only one with full-time access to a terminal hooked up to a com-puter. There were 21 senior students at Broughton involved last year and enrollment was increased to 54 this past September when the second full-time terminal was added.

As one of 67 schools in the program this year,

The Leader

Broughton is taking a leading position in the nation in preparing youngsters for a future where the com-puter will undoubtedly play an important role in daily living. Worthwhile programs written by ECCP students are stored in a common file being developed and used by ECCP participants.

The project is sponsored by the Commission on Engineering Education in Washington, D. C., and is intended to develop an understanding of the impact of technology on today's world. Summer institutes to train teachers for ECCP, guided by the Commission, are financed by the National Science Foundation. Blakeway was an institute instructor at the Uni-versity of Colorado last summer and said the spon-soring Commission hopes to enlist the support of other universities in developing training centers for teachers since this seems to be the most pressing need.

Demonstration

In November, Blakeway took his students and equipment to the North Carolina High School Mathe-matics Teachers Conference to demonstrate ECCP, utilizing closed circuit TV and other media. During the past summer the Broughton ECCP staff assisted State mathematics supervisors in five seminars where the potential of computers in classroom instruction was demonstrated to public school personnel. Also, Blakeway has recently completed teaching a course on computers, again utilizing the terminal, to some 20 teachers of the Raleigh-Durham area who may become involved in this type of instruction.

And through it all, the students have fun. Com-mented one of Blakeway's students: "This is the first time I have ever been graded on something I consider entertainment."



Senior Garrett Journegan works at terminal on indi-vidual program for a computer-animated film he hopes to develop.



Giving instructions in the operation of the teletype-writer terminal hooked up to the time-shared computer is Edward Blakeway, instructor of the Broughton computer course. Students Parker Tomlinson, Ann Hilker, Randy Buchanan and Bobby Harris look on.

STATE SCHOOL FACTS

JANUARY, 1968

North Carolina College Enrollment Continues to Increase but Rate Slackens

Enrollments in most of North Carolina's public and private institutions of higher learning continued to increase this fall, but a definite slackening in the overall rate of increase is noticeable in the statistics for 1964 through 1967. Furthermore, the number of colleges experiencing slight declines in enrollment is increasing.

Fall enrollment figures compiled by the State Board of Higher Education indicate an overall increase in enrollment of about 6.9 percent over the fall of 1966, as compared with slightly over 8 percent from 1956 to 1966, and 12.2 percent from 1964 to 1965.

Public

For public institutions, the rate of enrollment increase has fallen off from 16 percent to 9.9 percent—16.6 to 9.1 percent for the Consolidated University of North Carolina; 6.8 to 6.2 percent for regional universities and senior colleges; and 122.9 to 38 percent for college parallel programs in community colleges.

Private

For private institutions, the rate of enrollment increase has declined from 7.4 percent to 2.4 percent—from 5.7 to 3.2 percent for senior colleges and universities and from 15.1 to 2.3 percent for junior colleges. Seminaries and Bible colleges registered a decided gain, from 3.4 to 19.6 percent.

Trend

As these figures indicate, the trend has been for public college enrollments to increase faster than private college enrollments. Private senior college enrollments have increased faster than

ENROLLMENT, NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1964-1967

	Fall 1964	Fall 1965	% Change 1964-65	Fall 1966	Fall 1967	% Change 1966-67
PUBLIC INSTITUTIONS						
Consolidated University of North Carolina						
N. C. State University	8,878	9,806	10.5	10,293	10,845	6.3
UNC at Chapel Hill	12,155	13,130	8.0	14,156	15,601	10.2
UNC at Charlotte	—	1,815	20.0	1,715	2,014	17.4
UNC at Greensboro	4,249	4,721	10.0	4,930	5,365	8.8
Consolidated University Total	25,282	29,472	16.6	31,004	33,825	9.1
Regional Universities and Senior Colleges						
N. C. Agricultural & Technical State University	3,277	3,435	4.9	3,595	3,930	9.3
Appalachian State University	3,428	3,954	15.3	4,417	4,939	11.8
Asheville-Biltmore	470	594	26.4	565	691	22.3
East Carolina University	6,599	7,728	17.1	8,823	9,360	6.1
Elizabeth City	998	1,013	1.5	992	955	-3.7
Fayetteville	1,145	1,195	4.3	1,142	1,159	1.5
N. C. College of Durham	2,651	2,779	4.8	3,226	3,086	-4.3
N. C. School of the Arts	—	—	—	115	132	15.2
Pembroke	1,058	1,350	27.6	1,410	1,495	6.0
Western Carolina University	2,431	3,001	23.5	3,652	3,965	8.6
Wilmington	968	1,065	9.0	1,201	1,222	1.7
Winston-Salem	1,115	1,242	11.3	1,295	1,325	2.3
Charlotte	1,512	U	—	U	U	—
Regional Universities and Senior College Total	25,602	27,346	6.8	30,433	32,319	6.2
Military Centers						
Fort Bragg	—	470	—	683	971	42.2
Camp Lejeune	198	449	—	427	450	5.4
Cherry Point	—	195	—	303	344	13.5
Seymour Johnson	242	277	—	171	220	28.7
Military Center Total	440	1,391	216.1	1,584	1,985	25.3
Community Colleges (College Parallel Programs Only)						
Central Piedmont	239	594	149.0	690	1,042	51.0
College of the Albemarle	282	443	57.0	380	459	20.8
Davidson County	—	—	—	204	374	83.3
Gaston	696	1,116	60.3	948	801	-15.5
Isothermal	—	—	—	117	202	72.6
Lenoir County	—	—	—	298	477	60.1
Rockingham	—	—	—	214	399	86.4
Sandhills	—	229	—	420	519	23.6
Southeastern	—	331	—	293	445	51.9
Surry	—	—	—	139	266	91.4
Western Piedmont	—	—	—	199	425	114.4
Wilkes	—	—	—	98	370	270.8

The four-year period covered by these figures is especially significant in the development of the State's higher education system. Three community colleges came into existence in 1964, two more in 1965, and seven more began operation this fall. Also two private junior colleges became senior colleges, Charlotte College became a branch of the Consolidated University of North Carolina, four public senior colleges were designated by the Legislature as regional universities. Other innovations in higher education during this period included the initiation of a college-level instructional program at the North Carolina School of the Arts and the establishment of educational extension centers at four military bases.

Decrease

Enrollments in nine of the 28 private senior colleges show a decrease in the 1966-67 change column, as compared with two of 27 in the 1964-65 figures. Five of 14 junior colleges experienced declines in enrollment from 1966 to 1967, as compared with two of 16 from 1964 to 1965.

Among the public institutions, only two senior colleges and one community college registered decreases in enrollment. The high rate of increase in college parallel programs of the community colleges is mainly accounted for by the fact that these programs are just getting under way in most of the institutions listed, thus the relative increase is quite rapid. Indications from last year's Follow-Up Study of North Carolina High School Graduates are that the community colleges are making a slight dent in the enrollments of junior colleges and some senior colleges. However, data are still insufficient to generalize on these relationships.

Overall, the four-year statistics indicate that the rate of enrollment increase has reached its peak and that a gradual slackening is likely for several years. The impact of this general decline has been felt most strongly by several of the junior colleges and the smaller senior colleges and it is likely that this will continue to be true. This is partly because relatively small enrollment changes are obviously of greater effect in the smaller colleges.

PRIVATE INSTITUTIONS

Senior Colleges and Universities												
Atlantic-Christian	1,289	1,447	12.3	1,525	1,479	-3.0						
Barber-Scotia	315	355	12.6	369	450	22.0						
Belmont Abbey	597	702	5.2	775	790	1.9						
Bennett	591	642	8.6	645	669	3.7						
Campbell	2,002	2,191	9.4	2,267	2,348	3.6						
Catawba	868	868	0.0	998	1,046	4.8						
Duke University	1,006	1,001	-0.5	1,008	1,045	4.8						
Duke University	6,695	6,960	4.0	7,396	7,445	0.7						
Elon	1,320	1,344	1.8	1,409	1,454	3.2						
Greensboro	533	587	10.1	612	668	9.2						
Guilford	1,661	1,862	12.1	1,765	1,573	-10.9						
High Point	1,558	1,562	0.3	1,382	1,355	-2.0						
Johnson C. Smith University	1,048	1,055	0.7	1,101	1,280	16.3						
Lenoir Rhyne	1,212	1,321	9.0	1,335	1,305	-2.2						
Livingstone	704	777	10.4	823	893	8.5						
Mars Hill	1,324	1,348	1.8	1,331	1,324	-0.5						
Mercedith	870	850	-2.3	844	866	2.6						
Methodist	614	814	32.6	944	1,063	12.6						
N. C. Wesleyan	565	651	15.2	656	670	2.1						
Pfeiffer	843	917	8.8	906	936	3.3						
Queens	925	935	1.1	834	819	-1.8						
St. Andrews	909	931	2.4	956	913	-4.4						
St. Augustine's	733	814	11.1	956	1,031	7.8						
Sacred Heart	J	J	J	415	364	-12.3						
Salem University	500	551	10.2	581	590	1.5						
Shaw University	721	766	6.2	961	1,103	14.8						
Wake Forest University	2,920	2,996	3.3	3,022	3,163	4.7						
Warren Wilson	J	J	J	277	307	10.8						
Senior College Total	32,393	34,247	5.7	36,092	36,911	2.3						
Junior Colleges												
Brevard	431	527	22.3	615	645	4.9						
Chowan	1,155	1,179	2.1	1,234	1,302	5.5						
Gardner-Webb	909	1,172	28.4	1,216	1,288	5.9						
Kittrell	180	132	-26.7	176	276	56.8						
Leas-McRae	510	610	19.6	613	624	1.8						
Louisburg	663	675	1.8	691	700	1.3						
Mitchell	537	602	8.1	629	543	-13.7						
Montreat-Anderson	239	401	18.2	466	463	-0.6						
Mount Olive	260	325	25.0	363	385	6.1						
Peace	373	405	8.6	400	379	-5.2						
St. Mary's	279	284	1.8	349	354	1.4						
Southwood	167	308	84.4	401	346	-13.7						
Vardell Hall	—	—	—	81	67	-17.3						
Wingate	1,320	1,486	12.6	1,561	1,568	0.4						
Oak Ridge	52	46	-11.5	S	S	—						
Sacred Heart	196	372	89.7	S	S	—						
Warren Wilson	257	278	8.1	S	S	—						
Junior College Total	7,648	8,802	15.1	8,739	8,940	2.3						
Seminary and Bible Colleges												
John Wesley	41	41	0.0	49	60	22.4						
Piedmont Bible	188	226	20.2	260	292	12.3						
Southern Pilgrim	67	98	46.3	116	188	62.1						
Southeastern Baptist Seminary	555	516	-7.0	484	547	13.0						
Seminary and Bible Total	851	881	3.4	909	1,087	19.6						
PRIVATE INSTITUTIONS TOTAL												
GRAND TOTAL (Public and Private)												
40,892												
93,433												
104,852												
45,740												
112,805												
120,558												
2.4												
6.9												

EXPLANATION OF LETTER SYMBOLS APPEARING IN PLACE OF FIGURES:
These symbols indicate that the institutions had a different status that year than the category under which it is found listed:
S—Senior college, non-university; J—Junior college; U—Unit of university

Tar Heel Schools Accredited...

(Continued from page 1)

discussions on the elementary level at the conference revolved around the topic of kindergartens being integrated into the total elementary school program.

Dr. Johnston and William Chandler, State supervisor of English, attended all the secondary school sessions. They reported that the Commission on Secondary Schools drew up proposed revisions of standards for membership which will be submitted to the entire membership for final action. If the standards are adopted, they will go into effect with the beginning of the 1968-69 school year.

Standards

New standards proposed include: (1) a planning period for every teacher each school day; (2) reduction of the pupil-professional staff ratio over a period of years so that eventually it will stand at 22:1; (3) at least a half-time guidance counselor for every school; (4) at least a half-time, fully qualified librarian for every school; (5) a principal of a school with an enrollment of 500 to 750

shall have at least one half-time administrative assistant; (6) superintendents, principals, and teachers shall engage in a continuous program of self-improvement by earning six semester hours of college credit or its equivalent during each five-year period of employment; (7) 25 percent of the teaching staff of each school shall have earned a master's degree or be engaged in a program leading to such a degree.

These North Carolina schools received initial accreditation:

Secondary

Durham City: James E. Shepard Junior, Rogers-Herr Junior; **Fayetteville City:** Alexander Graham Junior, Horace Sisk Junior, J. S. Spivey Junior, Washington Drive Junior; **Winston-Salem/Forsyth County:** Mount Tabor Junior-Senior; **Fort Bragg:** Irwin Junior; **Gastonia City:** Arlington Junior, W. P. Grier Junior, Wray Junior; **Guilford County:** Jamestown Junior; **High Point City:** Northeast Junior; **Lenoir City:** Lenoir

Junior; **Moore County:** North Moore High; **New Hanover County:** D. C. Virgo Junior, John D. Hoggard High; **Orange County:** Orange Junior; **Raleigh:** William C. Enloe High; **Wake County:** Garner High; **Union County:** Parkwood High.

Elementary

Burke County: Drexel; **Burlington City:** Fisher Street, Glen Raven, Glenhope; **Edenton-Chowan County:** D. F. Walker, Ernest A. Swain; **Gastonia City:** Abernethy, Armstrong, Central, East, Gardner Park, Highland, Hoffman Road, M. L. Peedin, Mary Wilson, W. P. Grier; **High Point City:** Brentwood, Cloverdale, Emma Blair, Fairview, Johnson Street, Kirkman Park, Leonard Street, Montlieu Avenue, Northwood, Oak Hill, Oak View, Parkview Village, C. F. Tomlinson; **New Hanover County:** Alderman, College Park, M. W. Howe; **Richmond County:** Great Falls, L. J. Bell, Leak Street, Pee Dee; **Sampson County:** Hobbs-ton.

(Continued from page 1)

Dr. Herring pointed out that "success comes most often when we have taken the trouble to involve the people themselves." Superintendents hold a unique position in that they are state officials although they work, for the most part, at the local level, he said. "You are leaders in your communities. Communicate with us, join us—and together we can develop communication with the man in the street who has more to contribute than he is usually given credit for."

Concerns

The State Superintendent of Public Instruction, Dr. Charles F. Carroll, shared with the group a number of observations and concerns of the State education agency. One of these related to public reaction to recent supplemental tax and school bond elections. Only about 30 percent have been successful in the past 15 months and the trend is nationwide, he said. "Referendums for other than educational programs—hospitals, technical institutions, community colleges, water and sewer—have fared better."

He congratulated all who had participated in such elections, regardless of whether they had been successful or unsuccessful. "You have helped to open the way for greater productive days ahead," he said. In discussing the failures, Dr. Carroll listed as contributing factors a number of public reactions observed frequently by him and other Department staff members as they travel throughout the State. These included:

- Considerable apprehension, if not rebellion, against more taxes—particularly at the Federal level "where the sur tax possibility comes into focus almost daily."

- Apprehension arising from the Federal government's participation in organizing and supporting schools.

- Growing demand for more State support of local schools; a "let the State pay the bill" attitude.

- Belief that the food tax was levied specially for the benefit of public schools and should still be sufficient to support them. "We continually hear, let the food tax be used for the public schools."

...Carroll and Herring at NCEA Meet

- The school referendum is seen as an opportunity to record support or nonsupport for a community's educational establishment and program. Parents know who is learning—who is teaching.

- "Probably foremost in all the backlash against more support for the schools is that people have the opportunity at the polls to give expression to pent-up frustration and antagonism against conditions and circumstances in general—not necessarily those associated with educational problems."

T. A. Guiton, Jr., of Wadesboro has been appointed to the new post of Director of Research and Student Assistance at the North Carolina School of the Arts. A graduate of Davidson College, Guiton created, developed, and directed P.A.C.E., I.N.C. (Plan Assuring College Education in North Carolina), a coordinated approach to student placement through the Federal work-study college program.

Task Force Study Recommends Vocational Courses

Public schools in North Carolina Appalachia are failing to prepare high school students—most of whom do not go to college—for work.

This was the major conclusion of a report presented at Western Carolina University in November by Hammer, Greene, Siler Associates of Washington and Atlanta, an economic consulting firm which conducted its manpower study in 29 Appalachian counties for the State Planning Task Force.

The shortage of skilled labor in these counties, according to the report, could stifle an economic boom in the area. "In contrast to the public stereotype of Appalachian distress, the problem here is not where the jobs are coming from but rather where the people are coming from to fill the jobs."

Arnold Zogry, senior economist with the consulting firm, told the gathering of public school and university educators, area industrialists, and economic development commissions from 11 western counties that the idea that "everyone who can should go to college" is basic to the difficulties in public school education. "Only one in five ninth-grade students will enter a four-year college," said Zogry, "and perhaps one in 10 will graduate The system of pub-

lic education is not geared to provide a total curriculum which fits the needs, background, capabilities, and most importantly, the interests of a large majority of school children."

For the schools to respond effectively to the needs of most children, Zogry said, four basic things must be done:

(1) The schools must be oriented toward work, which involves changes in the academic curriculum and expansion of vocational training.

(2) Training of teachers and guidance counselors must be improved.

(3) Non-curriculum services such as food, clothes, medical and dental care, and guidance must be increased.

(4) More money must be made available for program expansion in public schools and community colleges.

Dropouts

Zogry predicted that 18,800 persons in the region will drop out of school during the next three years, and said that providing them with basic preparation for jobs and providing high school graduates with advanced training are the most important tasks for the near future.

"Programs offering remedial-type education and specific occupational preparation are desperately needed for dropouts," according to Zogry, and "it is likely that they could be carried on within the existing educational framework without costing very much. For the programs to be successful, however, business and industry, the high schools and the post-secondary institutions must become more committed to joint participation than they have in the past."

It was stressed that more information about vocational and technical training must get into the high schools and homes to firmly establish the value of this training.

Zogry also urged better communication between State and local educators and more joint planning by public schools and community colleges.

Social Studies Conference at Duke

The 14th Annual Duke University Conference for Teachers of the Social Studies will be held in Baldwin Auditorium on the Duke East Campus March 1-2. The conference theme is Latin America. Scholars in the social sciences will present a variety of approaches to the region and its people.

Featured speaker at the annual banquet will be Charles Keller, former director of both the Advanced Placement Program and the John Hay Fellows Program. He is an authority on changes and trends in social studies and will speak on "The Social Studies in Transition."

The conference is cooperatively planned by the faculties of Duke University and the University of North Carolina with the assistance of both the North Carolina and the Virginia Councils for Social Studies. It is open to all elementary and secondary school teachers of social studies and other interested school personnel.

A new educational aid called a College Suggestor is being tested this year in several Chicago high schools. The device is intended to help high school students, counselors, and parents identify colleges that are suited to students' needs, abilities, and interests. Evaluation of the suggestor is expected to be complete by August 1968.

The unduplicated headcount of enrollment in courses being offered by the 30 institutions and 13 units of the State's community college system is 166,033. Of this number 6,642 students are enrolled in college parallel programs; 11,782 in technical programs; 7,194 in vocational classes; 57,303 in occupational extension work; and 83,112 in general adult extension courses.

COMMISSION REPRESENTATIVES

Announcement of North Carolina's seven representatives on the Education Commission of the States has been made by Gov. Moore. Moore's appointees are Sen. Ruffin Bailey and James L. Whitfield of Raleigh, Watts Hill, Jr., of Durham, and Dr. Lewis C. Dowdy of Greensboro.

The Governor also announced that Lt. Gov. Robert W. Scott had appointed State Sen. Frank Penn of Reidsville, and House Speaker Earl Vaughn had appointed State Rep. C. Graham Tart of Clinton to the Commission.

On Lasers and Coherent Light: Holiday Lectures Spark Interest

by Lynne Hartshorn

The fictional James Bond and many science fiction writers make of the relatively unknown laser a death-ray weapon of the future—capable of distintegrating buildings in a single blow with a simple release of the trigger.

Attendance

Over 400 teachers and students from high schools across the State received firsthand information from the co-inventor of the optical maser, or laser as it is known to the general public, during their Thanksgiving holiday. They learned that it is at a stage comparable to the airplane at Kitty Hawk in 1903. In its present stage of development, it is too expensive and too time consuming to operate a laser capable of producing enough energy to bore a hole in a brick wall; some 200 days would be required to kill a human being. It already has practical uses, however, in such things as eye surgery and communications. The near future holds promise for such aids as laser erasers attached to electric typewriters.

Dr. Arthur L. Schawlow, the co-inventor of the laser and also executive head of the Physics Department at Stanford University, presented four lectures with demonstrations on "Lasers and Coherent Light" in a Holiday Lecture Series held on the NCSU campus. Jointly sponsored by the American Association for the Advancement of Science (AAAS) and the NCSU School of Physical Science and Applied Mathematics, it was the first time a Holiday Lecture Series was presented in North Carolina.

Background

The AAAS Holiday Science Lectures are designed to give students an informative, authoritative, and stimulating account of the progress, problems, and methods in an active area of research. They are

modeled after the renowned Christmas Lectures of the Royal Institution of Great Britain. The programs are financed by the National Science Foundation to help teachers and students prepare for the future.

Dr. Lewis Worth Seagondollar, head of the department of Physical Science at NCSU, helped coordinate the two-day program which cost NSF about \$10,000. Lectures included topics on "Atoms and Light," "Fluorescence and Solid Lasers," "Gas Discharge and Semiconductor Lasers," and "Properties of Laser Light."

Invitation

Students and teachers attending the lectures were nominated by their principals and almost 100 percent responded. Each received a personal invitation from the Science Education Section of the State Department of Public Instruction. The majority of invitations went to schools within a 60-mile radius of Raleigh. However, around 160 students attended from more distant areas and these were housed on or near the NCSU campus. Entertainment was provided for Friday evening and included banquet and two one-act plays.

Advances

Though the laser is in its early stage of development, its importance should not be underestimated, Dr. Schawlow pointed out. Denoting "Light Amplification by Stimulated Emission of Radiation," lasers have great potential in that the rays are "in phase" as opposed to normal light rays which do not follow a specialized pattern. Technological advances should make the laser, through mass production, less expensive and more accessible in addition to illustrating new and varied uses of the instrument. For example, astronauts may soon be using lasers for communication in space.



Dr. Schawlow informally discusses the potential of the laser with students after a lecture session. Looking on, center, is Dr. Seagondollar, professor of physics at NCSU and Kenneth Sherwood, right, who builds demonstration equipment for Dr. Schawlow's lectures and who served in a technical capacity at the NCSU lecture series.

Students Assess Program

To the "working people" who spend about 240 days of the year on their jobs, holidays provide a welcome relief. Diversions from the everyday ritual are sought. However, the high school students and teachers attending the two days of lectures at NCSU saw their Thanksgiving holiday as a fine time to do some "more of the same"—increase their knowledge. Below is listed a sampling of student opinions as expressed on a **Bulletin** questionnaire which was distributed before Dr. Arthur L. Schawlow's final lecture on "Lasers and Coherent Light."

Roland Latoni, senior, Grainger High, Kinston, was nominated to attend the program by his principal: "I have a one-word opinion of the program—GREAT."

Cecil G. Somers, junior, Reidsville Senior High, requested nomination by his principal: "It was very well organized and interesting. I learned a great deal from the series of lectures and would recommend other people attend them also."

Tom Biggers, sophomore, Central Cabarrus High, Concord, nominated by his principal: "I did, at first, have a few hazy ideas about laser light, but now they are cleared up. It was a very interesting and enlightening program. I would like to come to more of these lecture programs."

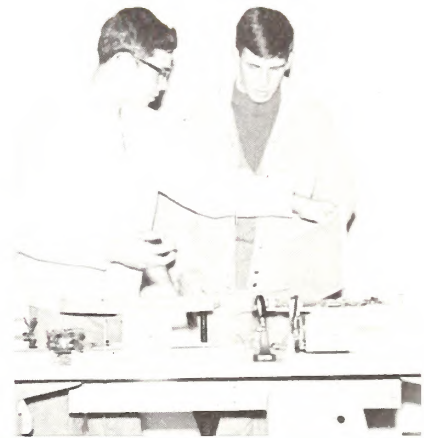
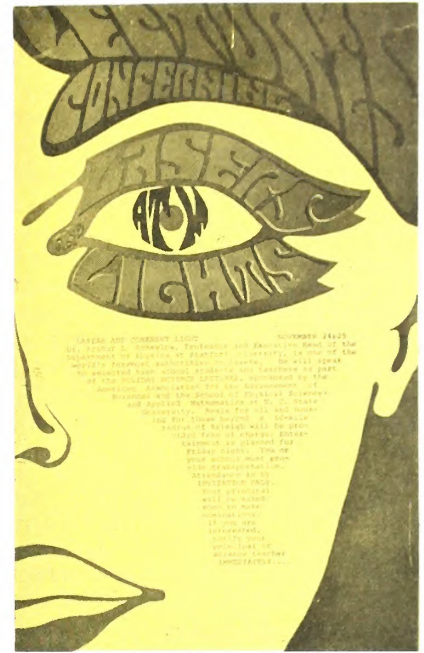
Paul Shaw, junior, Fayetteville High, requested nomination: "I think the program is great. Dr. Schawlow's lectures stimulated my interest and curiosity concerning lasers."

Barbara Griffith, junior, Northwest Cabarrus, Concord, requested nomination: "The program was good, as it consisted of films and illustrations which were easily understood."

James Arquette, senior, Needham Broughton High, Raleigh, nominated by his principal: "The program was great. The open house (of labs) was also very good. I learned much from both . . . Let's have a lecture every holiday."

Henry Ray, junior, Millbrook High, requested nomination: "The program was very good. I enjoyed it exceedingly. I was a little disappointed when I found that it cost so much to build a laser, but after the lectures, I think everyone here (with the funds) could make one."

Teachers attending the program voiced similar opinions, and added, "It's a privilege to be here . . . It's always fascinating to meet the greats."



Poster, top right, was notice for interested students to seek invitation to the laser program. Boys, center right, examine effect of a weak laser beam at the demonstration table. Viewing the laser beam through a hologram, student, below left, notes optical qualities of the combination. Dr. Schawlow, center, steps down from the lecture platform to answer students' questions. At right, he shows students how a blue balloon (the mouse) can be destroyed with a weak laser gun without breaking the outer clear balloon. Blue objects absorb the red laser beam of light.



Death Claims Two Superintendents

Two county school superintendents, David N. Hix of Granville and William Thornwel Gibson, Jr., of Hoke succumbed early in December.

Hix, 62, school administrator in Granville County for 23 years and serving the past 18 years as superintendent, died on December 4. He was a graduate of Duke University and a high school principal in Oxford for five years before being named Granville County superintendent. He was a leader in the 1963 action to consolidate the Granville County and city administrative units. While Hix served as superintendent, Granville County schools made strides in plant improvement, consolidation of high schools, and upgrading of curriculum and personnel.

Hix was a former president of the Oxford Kiwanis Club and a few months ago was named man of the year by the Oxford Civilians. He is survived by his wife, Elizabeth S. Lanier Hix, a daughter, and two step-sons.

Gibson, 52, Hoke County superintendent for the past eight years and previously Raeford High School's principal for 13 years, died on December 2 of a heart attack.

A native of Batesburg, S. C., Gibson graduated from East Carolina Teachers College in 1938 and began his teaching career in Person County where he also coached sports. He became a resident of Raeford in 1946 when he took the position as principal there after serving four years with the U. S. Navy during World War II. He held an M.A. degree in education from UNC-Chapel Hill.

Gibson was a former president of the Raeford Kiwanis Club. He is survived by his wife, Ella Gentry Gibson, and two daughters.

Craven County voters approved a \$5 million school bond issue in December. Half the funds will be used to build the eastern and western county high schools. The other funds will be used to construct a junior high school in New Bern and for improvements to existing buildings.



20 Tar Heel Schools Host Safety Circus

The small fry in 20 eastern North Carolina elementary schools last month had special safety instruction through Police Officer Ernest Pressley's Safety Circus. The circus performers are trained dogs and each year they travel many thousands of miles to schools throughout this and other states. The performances encourage youngsters to play, walk, and ride bicycles safely. Respect for authority and good citizenship also are emphasized.

Officer Pressley is from Charlotte and is a special representative of the International Association of Chiefs of Police which, along with the American Trucking Association, sponsors the Safety Circus. In North Carolina the performances are sponsored by the State Department of Public Instruction and the North Carolina Motor Carriers Association. James E. Hall, associate State supervisor of driver training and safety education, assisted Officer Pressley this year. He reports that follow-up evaluations in the schools hosting the circus have proved the worth of the performances.

Pressley's 10 highly trained mongrel dogs perform all sorts of tricks on ladders, platforms, barrels, and other props to provide a vivid series of lessons in safety. Star of the show is Lassie, a collie well-versed in traffic safety habits. Also, Officer Pressley reports that the antics of Elmer, the clown, have made him one of the most popular dogs in the show.

Included in the follow-up at the schools is a written safety quiz which Pressley and Hall leave for each student. There is a series of questions on safety for each age level and the students usually take the questions home to study. A 100 percent correct score on the test makes the student eligible for membership in Pressley's "Junior Traffic Safety Club."

Teacher Production . . . (Continued from page 2)

Much more relevant is the definite indication, to which attention has been called in several past issues of the North Carolina **Teacher Supply and Demand Survey**, that the supply of teachers is quite out of kilter with the demand, as far as fields of preparation are concerned. Like many other states, North Carolina is continuing to produce far more high school teachers in certain areas than are needed in the State—1.9 for one—and far fewer elementary teachers—one for 1.3. This survey is prepared annually by the Division of General Education under the direction of Dr. J. P. Freeman.

The Attorney General Rules

Boards of Education; Sale of Real Property Owned by Board of Education

In reply to your recent inquiry: In your letter of September 21, 1967, addressed to Dr. Charles F. Carroll, State Superintendent of Public Instruction, you asked to be advised on the following question:

"Is there a method, other than public auction, by which a Board of Education may sell real property which is no longer considered essential for school purposes?"

The only method by which a board of education may sell real property owned by such board is at public auction. G. S. 115-126 (a). However, if the highest bid at any sale is not deemed adequate by the Board of Education, the bid may be rejected and the property may again be advertised for sale. As an alternative, this real property may be sold by the board at a private sale so long as the price is in excess of the highest bid made at the public sale and the private sale is consummated within one year from the date of the initial public offering. G. S. 115-126 (c). Therefore, once the property is offered at public auction, and the highest bid rejected, the board may use the bid procedure at a private sale so long as the bid which is accepted exceeds the highest price offered at the public auction. Attorney General, September 25, 1967.

Chiefs Say Control Belongs With States

Constant tinkering by Congress with new Federal educational programs is further complicating an already complicated job, U. S. Commissioner of Education Harold Howe II told the Council of State School Officers at the annual meeting of that body in San Juan, P. R.

"Most of our new efforts have only been in operation two years or less, yet they have already been revised three times by Congress. . .," he said. "It reminds me of a man who plants a tree and then pulls it out of the ground every week to see how it is doing." The state school superintendents recommended that authority over approval and evaluation of Title III ESEA be switched from USOE to the states.

Another recommendation of the school chiefs was that teachers, as well as the supervisory and administrative staff, become more involved in educational decisions involving salaries, working conditions, curricula, and textbook selections. Sam M. Lambert, NEA's executive secretary, told the meeting that "NEA must build a strong teacher image, but at the same time I will fight to keep NEA a comprehensive organization serving all special areas of the educational profession." He added that teacher unrest is caused by more than poor pay and listed inadequate teaching facilities and conditions, little or no voice in selecting major tools with which they work, lack of respect for their professional judgment by some administrators and school boards, and poor personnel policies.

The council also recommended that state education agencies give higher priority to the problems of big city schools, including the promotion of legislation to provide necessary financial support. New York City Superintendent B. E. Donovan said state support formulas must be revised to recognize special problems of the ghetto. The New York State Commissioner of Education, James E. Allen, Jr., revealed his department is asking the legislature to provide an additional \$100 million next year to upgrade education for disadvantaged children. If approved, it will be the first large state categorical school aid in New York's history, he said.

Shakespearean Tour Starts Next Month

Between February 12 and March 22, Theatre-In-Education, Inc. will present Shakespeare to the students in 60 high schools of the State. This is the fifth year professional performers have brought "live" Shakespearean drama to the schools of North Carolina.

This year's program includes the wooing scenes (between Henry and the French Princess Catherine) from **Henry V**; the scene between Richard and Lady Anne from **Richard III**; and a telescoping of scenes with Katherine and Petruchio from **The Taming of the Shrew**.

The performances open in schools in the Raleigh City system then move on to: Wake, Johnston, Harnett, Fayetteville City, Hoke, Cumberland, Robeson, Sampson, Clinton City, Onslow, Craven, Goldsboro City, Pitt, Wilson City, Rocky Mount City, Durham City, Durham, Guilford, Greensboro City, Leaksville City, Madison-Mayodan City, Davidson, Rowan, Iredell, Mt. Airy City, Elkin City, Caldwell, Burke, Morganton City, Buncombe, Asheville City, Kings Mountain City, Gaston, Cherryville City, Lincolnton City, Charlotte-Mecklenburg, Monroe City, Union, Richmond, and Laurinburg-Scotland.

Frank D. McLeod, superintendent of Richmond County Schools from 1947 till his retirement in 1965, died November 6 in Moore County Hospital. He served as superintendent in Randolph County Schools prior to his Richmond appointment. A native of Red Springs, he received his undergraduate degree from Davidson College and his M.A. from UNC-Chapel Hill. He is survived by his wife, Sadie Covington McLeod.

Col. Charles H. Warren, director of the State rehabilitation program for the Department of Public Instruction from 1936 till his retirement in 1964, died November 29 at his home. He was a 1923 graduate of NCSU in Raleigh and served in the U. S. Army in World War I and II. Warren is survived by his wife, Estelle Beach Warren.

Student Involvement Projects Seeking Understanding Audience for Education

Creating unique and exciting social studies activities through which students might learn more about the educational process is one of the goals of Project Public Information (PPI) which is funded under Title V of ESEA. Four high school pilot projects were set up (in Florida, Delaware, Wisconsin, and Oregon) for the 1966-67 school year, each representing a different approach to student involvement.

Four Goals

Goals shared by the pilot schools included: (1) stimulating student understanding for the part education plays in the life of an individual, of the operation of specific school systems and of education's role in government, religion, mores and the family; (2) involving students as active participants in learning about the operation of their high schools, making them a part of the educational establishment, and personalizing education for them by providing opportunities to discuss and study issues of vital concern; (3) developing an educational atmosphere for mutual respect between student and educator; and (4) providing a positive outlet for student enthusiasm and channeling student spirit into profitable areas of inquiry and activity.

Purpose

PPI points out that the ultimate purpose of student involvement in learning about education is to develop an audience that knows enough about its schools to care about them.

In Dade County, Fla., 25 schools participated in **Project Quote**, utilizing the journalistic approach to creating curiosity and controversy about education in student high school newspapers. Students planned interviews with educators for editorials and feature stories. A basic flaw found by the PPI evaluation committee was that student stories "lacked depth in research and localization of the issues raised."

In Delaware, Dover Senior High School experimented with an individualized program. "The genius of this pilot," said Merle Borrowman of the University of Wisconsin's Department of Education, "was that it fit naturally into the established curriculum without losing sight of the fact that the study of education is a study of conflict and controversy." John Bochnowski taught 110 seniors via the Socratic approach and was able to make students think seriously about the educational process in which they had been involved for nearly 12 years. Students played a significant role in designing the course with the faculty.

Kaukauna High School in Wisconsin involved 11th graders in a co-operative teaching program with their teacher, Ed Flynn, serving as advisor, resource aid, and arbitrator. Seventy-five students in 12 individual groups designed projects and reports dealing with education for oral, audiovisual, or written presentation. Students found their abstract terminology giving way to concrete, practical examples.

Telesis

Oregon's Lake Oswego High School project apparently was the most beneficial to students. Entitled **Telesis** (Greek word meaning **progress intelligently directed**), these students, stimulated through the knowledge of how their school operates, can boast of being the nation's only student school district. One hundred 11th and 12th graders formed the **Telesis** school district, complete with student school board members, a superintendent, principal, teachers, and department heads. All **Telesis** activities were carried on before and after school hours and at evening sessions. The students concluded their first year's operation by presenting a series of recommendations to teachers, parents, and the real school board. While not all of **Telesis** recommendations have been adopted, Lake Oswego High's principal, Jack Bech, said all of them are under study. He also said sophomores want to get involved, too.

For free information on a follow-up curriculum and operational guide concerning how school systems may establish a student involvement program, write Richard Gray, National Director, Project Public Information, 126 Langdon St., Madison, Wisconsin 53703.

LOOKING BACK

In January issues of the
North Carolina Public School Bulletin

Five Years Ago, 1963

The State Department of Public Instruction has embarked on a new program of Civil Defense Adult Education with George D. Maddrey, formerly of Driver and Safety Education, as Coordinator of the program.

Ten Years Ago, 1958

Tentative plans for the establishment of a system of Industrial Educational Centers throughout the State were adopted by the State Board of Education on December 5.

Half of the young men and women who began teaching in the United States last year expect to stop teaching within five years, a nationwide sampling by the U. S. Office of Education has revealed.

Fifteen Years Ago, 1953

Eight North Carolina cities have been allotted educational TV channels

The program of special education in the Wilson City Schools is receiving particular emphasis this year

Twenty Years Ago, 1948

Dr. Clyde A. Erwin, State Superintendent of Public Instruction, was named vice-president of the National Council of Chief State School Officers

Twenty-Five Years Ago, 1943

Approximately 85 percent of the Negro children enrolled in the public schools in North Carolina are in the elementary grades. Over 50 percent of them are in the first three grades.

Miss Ethel Perkins, of the Lexington city schools has been nominated for the office of director of the National Education Association for a three-year term.



PUBLIC SCHOOL

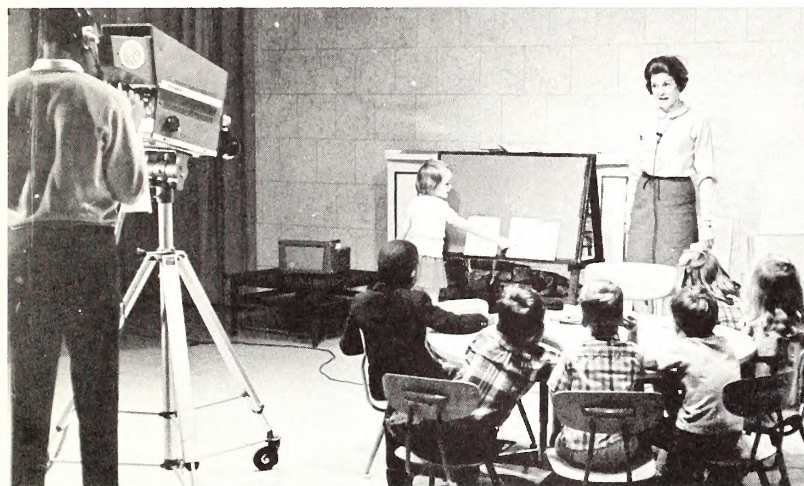
BULLETIN

RALEIGH, N. C.

VOL. XXXII, No. 6

FEBRUARY, 1968

New Hanover Schools Utilize Supplementary TV Instruction



Two school systems in North Carolina are making wide use of instructional television and have approached it from entirely different angles. Federal grants have paid a part of the costs of both facilities. Below is the first of two articles describing the operations. Miss Peoples reviews in this issue the activities originating in New Hanover County's closed-circuit television studio. Next month she will describe activities in the production and broadcasting center operated by the Charlotte-Mecklenburg system which has been described as a "community-oriented station." At left, Television Teacher Mrs. Mitzi Hardee instructs kindergarten students each day via New Hanover's ETV. Students participate in studio kindergarten two days per week. The cameraman is one of three who work for the system's ETV station.

Certificate Conversion Boost For Elementary Field

After July 1 of this year it will be easier for teachers with Class "A" secondary certificates to convert to Class "A" elementary certificates. At the January meeting of the State Board of Education, the Rules and Regulations Governing the Certification of Teachers were amended in an effort to encourage more secondary teachers to enter and remain in an area where the teacher shortage is most severe. The change should also assure that these teachers will be well prepared in the elementary field.

First Year

If a teacher obtains an evaluation of his deficiencies from the Division of Teacher Education of the Department, he may teach in the elementary grades during the first year without a penalty in salary. He may continue to teach in these grades without salary penalty, provided he completes at least six semester hours of college credit per year toward meeting the specified requirements for the elementary level certificate.

The teacher must meet the National Teacher Examination requirements in effect at the time requirements are completed for the elementary Class "A" certificate.

In the same meeting, the board approved a new teacher's certificate in physical science. Twenty percent of a prospective teacher's four-year program must consist of equal amounts of credit in chemistry and physics; his program must also include differential and integral calculus.

By Reta J. Peoples, State Supervisor, Television Education

March 17, 1966, is an important date in the history of instructional television in this State. That was the day the first test program was telecast by New Hanover County Schools' closed-circuit television studio. This system remains the only one of its kind in the State to be operated by a local board of education.

Dr. William H. Wagoner, superintendent, recalling the origin of this facility, has pointed out that there was no clear-cut legal precedent in North Carolina about how to authorize the operation of this kind of television system by a local board of education. "The unique feature of this television system," he said, "is that it includes the cooperation of private business, a local board of education, the State Board of Education, a private foundation, and the Federal Government."

Two offers of free service from the Cable Television Co. of Wilmington to the New Hanover County Schools led to the administration's consideration of establishing a television production center. First the cable company offered to provide free cable service to all schools lying in areas where they have subscribers. Then after they had started installing the drops in the schools, the company offered to fill Channel 4 of its six-channel service with programming that might originate in the unit's own studio.

Once the board of education had agreed that such a closed-circuit television system should be estab-

(Continued on page 4)

Dr. Carroll to Retire in January 1969

NORTH CAROLINA PUBLIC SCHOOL BULLETIN

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EDPRESS

VOL. XXXII, NO. 6 February, 1968

Official publication issued monthly except June, July and August by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh, N. C. 27602

A child's values will not be destroyed by his being taught to read, to have better health habits, and to grapple with realities of the world unless, in the process of being taught, what is worthwhile in his own culture is degraded or minimized.—Leon Eisenberg, M. D. Johns Hopkins Hospital.

An effective program to meet the needs of the poor cannot be developed in an ivory tower apart and remote from the people it is intended to serve . . . —Herbert Schueler, President, Richmond College.

Until the government got into education, this was the only industry in the United States that was growing willy-nilly, with no planning or research or open-minded view of change . . . —Dr. William H. Osborne, Director, Teacher Corps Training Program.

A teacher who fairly breathes enthusiasm for the topic he teaches and for his students will find that many of the "uneducable" are, in actuality, eager to learn.—Dr. Arthur Pearl, University of Oregon.



Dr. Charles F. Carroll has announced his intention to retire after serving the State as Superintendent of Public Instruction since 1952. He will leave his post at the completion of his present term (January 1969)—and will be greatly missed by his co-workers in the Department.

Dr. Carroll is a native of Warsaw in Duplin County. He received his A.B. from Trinity College, his M. Ed. from Duke University, and honorary degrees from Duke University and High Point College. After graduating from Trinity College, Dr. Carroll was a teacher and coach in Vance County, then principal in Henderson, Newport, Pender County, and Bryson City. He was superintendent of Swain County Schools and supervising principal of Bryson City Elementary and Swain County High Schools from 1932-1937. He became superintendent of High Point City Schools in 1937 and held that position until his appointment by the late Gov. W. Kerr Scott to fill the unexpired term of Clyde A. Erwin, who died in office.

Dr. Carroll has served in numerous professional organizations at both State and national levels. He is a member of the Board of Trustees of High Point College and an ex-officio member of the University of North Carolina trustees. An honorary member and past president of the High Point Rotary Club, Dr. Carroll is a former member of the High Point Housing Authority, Library Board, Parks and Recreation Commission, and a former committee chairman of the High Point Community Chest. He is a Mason and past commander of an American Legion Post. He is a member of Phi Beta Kappa, Omega Sigma, Kappa Delta Pi, and Omicron Delta Kappa fraternities.

A Methodist, Dr. Carroll has been chairman of the board of stewards of Bryson City Methodist Church and Wesley Memorial Church in High Point. He is married to the former Nellie Jane Wynne of Williamston and has one son, Charles, Jr., a doctor in Concord.

Kindergartens: are we ready?

By James W. Jenkins, State Supervisor,
Early Childhood Education

North Carolina may be facing one of its more important steps or changes in public education schooling for young children in kindergarten programs. Is the State ready for the "change"?

The need to "change" the program of formal education is nothing new in North Carolina. In the late 30's and early 40's, the school term was extended and a 12th grade was added—both greatly needed. The addition of kindergarten programs at this time would continue a tradition of adding to the public school system as the need becomes apparent.

The need for kindergartens is now apparent. North Carolina is becoming a highly industrialized State, and as industrialization becomes more extensive, a more highly skilled labor force becomes a necessity. A higher level of professional service is required, and the ability of individuals to adjust to a more complex social order is demanded. This means more extensive programs of education are essential, and it also means that existing programs must be made more effective.

Kindergartens provide young children with the kind of background that will make all formal education more effective. The child at ages three to five is especially susceptible to training and education. **The environment of the early years has lasting effects upon the individual's intelligence, personality, and physical and mental well-being.**

One investigator of the relationship between early environment and intelligence is Dr. Benjamin S. Bloom of the University of Chicago. As a result of a series of experiments conducted over several years at the center of Advanced Study for the Behavioral Sciences, Dr. Bloom has concluded: "Both the correlational data and the absolute scale of intelligence development make it clear that intelligence is a developing function and that the stability of measured intelligence increases with age. Both types of data suggest that in terms of intelligence measured at age 17, about 50 percent of the development takes place between conception and age four, about 30 percent between ages four and eight, and about 20 percent between ages eight and 17."

Early Growth

Such internationally famous psychologists as Jean Piaget, J. McV. Hunt, Jerome S. Bruner, and J. P. Guilford assert that the child's intelligence grows as much during his first four or five years of life as it will grow during the next 13. If these theories are valid, educational programs during these earlier years can have real significance for the 47 percent of our young people who do not now receive a high school diploma.

Can the State wait? With only 53 percent of our young people graduating from high school, it is believed that the cost of further delay in terms of

undeveloped human resources is entirely too great.

The North Carolina first grade repeat rate of 10 percent indicates that the State should rapidly prepare for the "change." Good kindergarten programs and more effective primary education will drastically reduce the "repeat" situation and the shameful drop-out rate.

Potential

Education today involves all that happens to a child from birth upward and careful guidance is especially necessary for children ages four to eight as they develop socially, intellectually, and emotionally through group experiences in nursery, kindergarten, and primary schools. Further, the findings of research studies have indicated the definite values of kindergarten experience in future school progress and in personal and group relationships. Language development is aided, creative thinking is stimulated, and such traits as resourcefulness and initiative are encouraged. The five-year-olds in North Carolina represent a tremendous potential for building the habits and attitudes needed for successful living, learning, and responsible citizenship.

A child's perception of his world comes through all his senses, not just the eyes and ears. His perceptions of form, shape, size, texture, and the basic nature of articles in his environment are developed largely through touching and handling. In early childhood years especially curiosity impels a child to reach out into his environment to touch, taste, smell, and ask "why?" Therefore, early childhood programs must be rich and varied in concrete, manipulative, and sensory learning experiences.

Learning Activity

In well-run kindergartens and other "pre-school" programs, children are free to and actually encouraged to "play"; to learn by action; to touch; to handle; to make; to build; to tear down; to see; and to observe. The primary grades, which offer some incentives in this direction all too often give way to sitting, reading, and writing and crowd out the doing, the bodily action, and playing, the manipulating of things, objects, and tools.

The K-3 curriculum should be designed to capitalize on the natural inquisitiveness which is inherent among young children. They learn through physical activity. When interest has been heightened through familiar activities, children can be led into unfamiliar but related activities—into language development and computation.

As early childhood education programs are developed, they should be designed to emphasize problem solving, creativity, cooperative pupil planning-working-and evaluating, decision making, manipulative activities, self-image development, and a joy and love for learning.

New Hanover's closed circuit instruction

(Story by Reta Peoples; photography by Lynne Hartshorn)

(Continued from page 1)

lished as a developmental facility to play a supportive role in the unit's curriculum and instructional program, "we decided that we would first like to start a kindergarten program with the use of television," Dr. Wagoner stated.

Most of the funds for equipping and staffing the production facility have come from Title I of the Elementary and Secondary Education Act and the Comprehensive School Improvement Project. A small amount of money comes from local taxes. The "TV Kindergarten," a pilot project in teaching economically deprived pre-school children, began April 11, 1966, with the endorsement of the Ford Foundation and the North Carolina Fund.

In January, 1966, the television staff took office with most of their salaries paid by Federal money from the Title I, ESEA, grant. The full-time staff consists of Claude McAllister, director of television; Mrs. Mitzi W. Hardee, studio kindergarten teacher; Mrs. Delores W. Pearsall, secretary; Patrick Noel Pylan, technician in charge of maintenance and operation of studio equipment; and Norman Wood, technician in charge of maintenance of the reception equipment in the schools. Three high school students work three hours a day as cameramen. These are jobs under the Industrial Cooperative Program. By the end of February, McAllister hopes to have filled the newly created position of graphics artist and production assistant.

Conveniently located on the second floor of the central administrative building, Hemenway Hall, the television staff works as an integral part of the

curriculum section and in close association with the directors of elementary and secondary instruction and the ESEA coordinator.

The television production center is a converted school auditorium which easily gave rise to a studio. There is a control room, a large storage room for props, sets, and flats, a small graphic arts shop, a large office, and a workshop and videotape storage room. It cost about \$75,100 to establish the center and buy 160 videotapes. In 1967, studio operations and maintenance cost a little over \$7,000.

Twenty of the units 28 schools are connected to the cable. In addition, community centers in five Wilmington Housing Authority projects and one Federally sponsored center have the cable and utilize it for kindergarten classes. Although the cable company does take the cable to all the schools in areas where they have subscribers without charge, the schools must pay for the cable and hardware installed in the schools and for the TV receivers. To get 20 schools equipped has cost the schools about \$3,500. This does not include the purchase of the more than 300 TV sets.

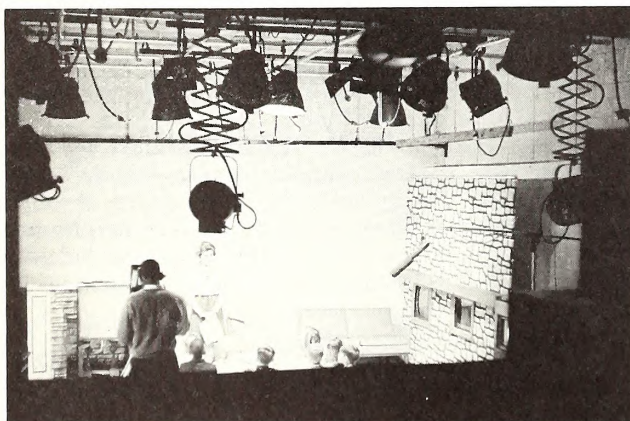
Coordinators

All programs result from cooperative planning by the instructional staff. Each school has an appointed ITV Coordinator, responsible to the director of instructional services, to provide liaison between the television staff and the teachers. Along with the curriculum staff, coordinators advise the director of television programming needs. McAllister said, "All television programs, with the exception of TV Kindergarten, are equaled with supplementary materials and the priority of TV use is placed in those areas of the curriculum where there is a scarcity of instructional materials."

All the in-school programs for 1967-68, except for two series, have been locally produced. New Hanover has its own set of tapes of the primary science series, "Exploring the World of Science," produced and distributed by the State Department of Public Instruction. This semester the CCTV system will program the elementary-level art instructional series, "You and Eye," distributed by the National Center for School and College Television.

Taped

From the spring of 1966 to January of 1968, a total of 69 programs have been put on tapes and are retained in the studio's library. Sixty-three are in-school programs; six are in-service programs. The talent for these programs has come from the school faculties, the administrative staff, the State Department of Public Instruction, book companies, and people in the community.



From the control room, view of live programming includes apparatus which is necessary to light the studio.



Dr. Wagoner shows TV camera, left; Claude McAllister mans control room equipment with TV tapes in foreground, center; Reta Peoples, Mrs. Pearsall and McAllister review elementary science series on studio TV.

"ETV in New Hanover County should support, extend, and broaden the curriculum," Dr. Wagoner stated. "This should be its primary function." Then he added, "This, however, does not mean that there will not be any continuing instructional programs." The kindergarten program is a self-contained program of instruction. "A peripheral function of our TV system," Dr. Wagoner pointed out, "has been programming for parents. Another has been staff meetings."

The New Hanover CCTV system is school-oriented, and it is in no way obligated for any other community service. Dr. Wagoner has stated that the ITV facilities are to be used primarily by schools. In the event a civic group wanted to produce a program of educational value to the schools, it would not be denied consideration by the director of television.

As Dr. Wagoner sees it, the major advantages of local units having their own television systems are these: (1) It opens the doors to curriculum flexibility. The curriculum may be continually developed at the local level, and TV support of that curriculum can be made to fit exactly. (2) Television itself can become part of the curriculum study and change.

So far, most of the programming has been developed for use in K-6. According to McAllister, the teachers in those grades have been most desirous of ITV programs to help them in particular areas.

Kindergarten

As the very special project of the ITV system, the TV Kindergarten is the full-time responsibility of Mrs. Hardee. Five days a week she produces and presents 45-60 minute lessons that are used regularly in nine kindergarten classes and in one special education class at Washington Catlett School. In addition to the six classes in the housing projects, St. Stephens A.M.E. Church has one kindergarten class and St. Thomas Catholic Church has two classes using the programs regularly. Mrs. Hardee prepares printed materials to be used by the technicians who meet with the children in the centers. At least once every two weeks, she meets with them to distribute the materials and to explain what she will

be doing in the following television lessons.

"To prepare children for the first grade is the purpose of TV Kindergarten," explained Mrs. Hardee. "I consider this more a readiness program than a kindergarten," she added. The emphasis is on reading and number readiness.

New Equipment

The present plans for ITV in New Hanover County anticipate continuation of the TV Kindergarten and the enrichment programs for the schools. "The next major step," McAllister said, "is to purchase and install a film-chain to give greater flexibility in production. It will also allow use of certain films by many teachers that now can only be obtained by a few teachers." That step is to be followed by the replacement of the industrial sync generator with a EIA sync generator, and the addition of a switch-fader and a waveform monitor so that programs may be recorded to give a broadcast quality signal. This will have to be done in preparation for 2500 megacycle transmission which will put New Hanover in a better position to exchange programs for broadcast use by similar ITV systems.



Children watch Mrs. Hardee and listen attentively without distraction from camera equipment.



Driver education teacher, William Mangum, indicates how electronic master control is operated in conjunction with responder boxes, right, for multi-media system of supplemental training. System lets teacher know immediately how well each student is responding.

"Driver education is recognized to be the most effective long-range plan yet devised to improve traffic behavior. It pays the best dividend when provided for the beginning driver, before he is licensed to drive. Thorough-going driver improvement programs for persons already licensed to drive also have the potential to produce savings far in excess of the costs of such programs."—North Carolina Traffic Safety Council, Inc.

Traffic fatalities on North Carolina highways glare at the public through the various communications media, much as the persons killed and maimed on highways across our nation strike appalling numbers. In an effort to lower the number of accidents caused by Tar Heel drivers, the State's program of driver and safety education, in cooperation with automobile insurance companies, has initiated a driver education supplementary and enrichment program. Teen-age drivers may soon receive ex-

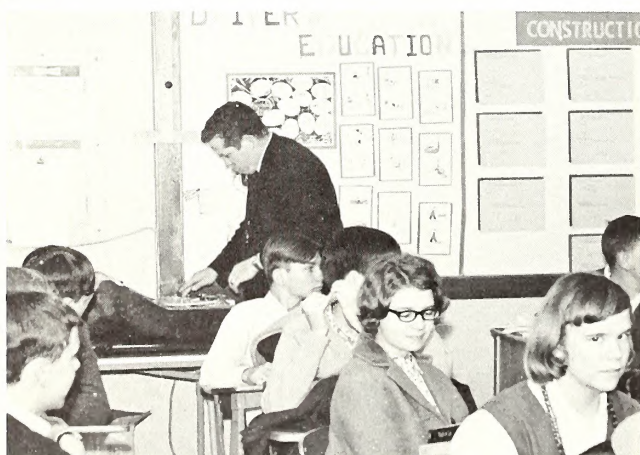
tensive behind-the-wheel training before they ever get behind the wheel of a car.

Experimental electronic equipment, for multi-media and simulation instruction, is presently in operation in Forsyth and New Hanover Counties. The Winston-Salem/Forsyth unit incorporates the use of simulated automobile units, which are used in over 1,000 high schools across the nation, with audiovisual representations of actual driving situations into their driver training program. In its second year of driver simulation instruction, the school unit now has two 12-auto simulation trailer-classes in use. Each of the simulation classrooms was prepared by a major distributor of the training devices.

Trailer Unit

The New Hanover County unit is presently using a six-auto simulation classroom housed in a trailer for use in supplementary driving instruction for high school students in their regular driver education program. In addition, New Hanover High School in Wilmington is experimenting with the use of a multimedia system using 20 electronic responder boxes in conjunction with the audiovisual equipment and materials and master control which are operated by the teacher. At present, students are voluntarily participating in the multimedia experiment for 20, one-hour classes after the regular school day. Results of the experimental program will prove helpful in evaluating the multimedia equipment as efficient classroom tools in the driver education program. Succeeding stages of this project call for combining such systems into the State's basic program of driver education through educational TV. Immediate electronic response by students from remote school locations is anticipated.

Winston-Salem's two simulator facilities are owned by the school unit. The first facility was a result of a private grant to purchase the necessary equipment. The simulator and multimedia facilities in



Teacher prepares master control for instruction of student volunteers in the use of the multi-media system of driver training.

On these two pages Lynne Hartshorn describes in pictures and text:

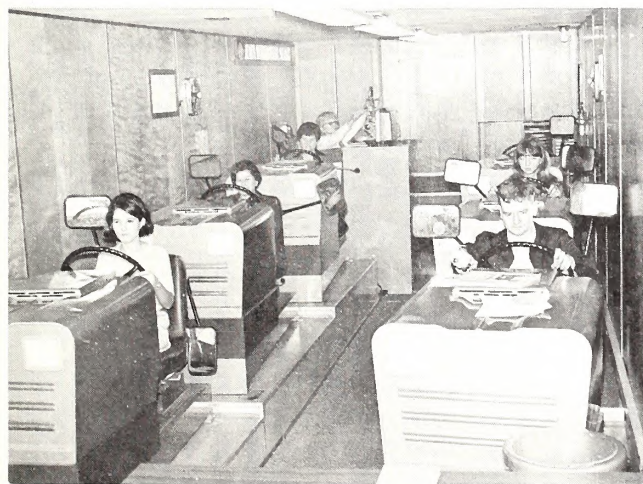
Innovations in Driver Training

New Hanover County are on a free-loan basis to the County until June, 1968. At the end of the free-loan period, the County can purchase a 12-car simulator unit for about \$30,000 and a multi-media system for class groups of approximately 35 persons is about \$12,000. Such equipment may also be leased. Though initial cost is high, per-pupil costs are within reasonable limits.

Both simulator and multimedia instruction are designed to permit students to gain experiences in decision making and in the performance of driving tasks which would be too hazardous for new drivers to attempt on the open roadway. Such electronic systems provide the teacher with the immediate responses of his students on an electronically-controlled panel. Primary purpose of a master control is to enable the teacher to stop the film at any time to reinforce specific learnings where the students exhibit weaknesses.

Simulated Conditions

Audiovisual aids—specifically 16 mm sound and color films, produced behind the wheel of a car in operation—are used to exemplify icy roads, brake failures, blowouts, dense fog, tailgaters, wayward pedestrians, and other traffic hazards. In the auto-simulation unit—equipped with steering, braking, signaling, and accelerator instruments, the sound of a motor parallels the extent of accelerator pressure which a student is applying. Students have a multiple-choice answer for situations derived on the multimedia films. Highway, expressway and city driving, parking and turning situations, driving after dark, backing and gear shifting, and defensive driving techniques are stressed to teach the student how to avoid situations which might result in collisions.



Driver education students prepare for run of film in the 6-auto simulation classroom in Wilmington. Correctness of actions is electronically recorded by the instructor.

Plans are being made to incorporate the drivocator system with the New Hanover educational television station for use in teacher preparation workshops, the education of new drivers and for driver improvement purposes. Procedures developed in this experiment, with immediate feedback to the studio teacher, would have implications for later application of Statewide system of educational TV.

Prerequisite

North Carolina's basic program of driver education now requires 30 hours in the classroom and six hours per student of practice driving. Successful completion of these requirements, covered by the basic program, is a prerequisite for licensing new drivers under 18 years of age.



Students await teacher's instruction before taking places in auto simulator units as the one shown below.



STATE SCHOOL FACTS

FEBRUARY, 1968

NDEA Report Reveals State's Programs and Expenditures Since Start in 1958

NDEA is entering its tenth year of service to public educational agencies since its inception by Congress in 1958. Revised and expanded by several amendments and revisions to the regulations, it provides Federal funds to each state, to be matched by state or local funds, for "assistance in various forms in order to insure trained manpower of sufficient quality and quantity to meet the national defense needs of the United States." The State Department of Public Instruction has the responsibility for administering and supervising Titles III, V-A, and X of the National Defense Education Act. In North Carolina, Federal funds are matched by local funds under Titles III and V-A, and by State funds under Title X.

From September 1958 through June 30, 1967, the State NDEA program report shows a total of \$42,021,540.70 in Federal and local funds expended under Titles III and V-A in the public schools of North Carolina. Of this total, \$20,877,732.95 came from Federal funds and \$21,143,807.75 in local funds has been expended by the units and public agencies.

The original Act provided that funds allotted to a state would be available until the end of the fiscal year following the year for which the allotment was made. North Carolina took its first year for the preparation of plans for the implementation of the program. The State expended its Title III funds the year after allocation until the law was amended eliminating this provision as of July 1, 1963. Therefore, allotments to the State for both 1962-63 and 1963-64 had to be expended prior to June 30, 1964 or revert to the Federal Government. This accounts for the bracketing of these two years in Table I, and for relatively high expenditures for 1963-64 shown in Table II.

During the eight year period covered by the report, slightly over \$2 million has reverted to the Federal Government, of the nearly \$20 million allotted. All of North Carolina's school administrative units have participated in one or more projects under Title III, NDEA.

Table III shows that the largest portion of Federal and local funds was used to facilitate science operations in the schools—over 63 percent. For 1966-67, this percent dropped to just over 38 percent owing to the increased number of critical subjects included under Title III. History received a sizable proportion of funds along with reading, nearly tripling their eight-year percentage total. Mathematics and modern foreign languages dropped from their total percentage, but civics, geography, and

Several schools within the Greensboro City School unit conducted pilot programs in elementary guidance. In addition, Title V-A funds were used for a three-week elementary guidance workshop last June, for 35 participants. It was co-sponsored by UNC-Greensboro and the State Department of Public Instruction.

The State matched Federal Title V-A funds to add two guidance supervisory positions and one testing supervisory position in the State Department of Public Instruction.

Although Title I of ESEA provided some funds for guidance activities in 1966-67, NDEA's Title V-A funds gave the guidance program its initial boost in 1958. From 1958 to 1967, the guidance programs supported by Title V-A have increased from 18 to 125.

DISTRIBUTION OF NDEA TITLE III FUNDS BY SUBJECT FOR 1966-67
(See Table III for percentages and totals)

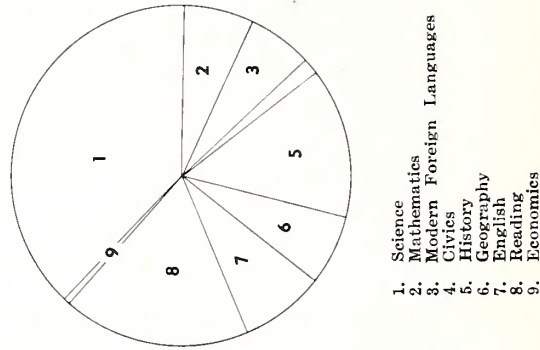


TABLE 1—FEDERAL FUNDS—ALLOTTED, EXPENDED AND UNUSED FOR TITLE III

classrooms in the public schools to improve instruction in civics, English, economics, geography, history, industrial arts, mathematics, modern foreign languages, reading, and science; and (2) to provide expansion of supervisory and related services in the state education agency.

During the 1966-67 fiscal year the State was allotted \$2,771,613.48 to be matched by local funds and 165 of the 169 public school administrative units matched Federal funds under Title III. In addition, six other public agencies (such as Department of Mental Health, State schools for the deaf and blind, and the State Board of Juvenile Correction) have had projects approved.

Under the first program, administrative units may submit projects for the acquisition of audiovisual equipment and materials, instructional materials, and specialized equipment to be used by teachers and students to improve instruction in the critical subjects. The funds may not be used for the acquisition of consumable items, equipment and materials which may be consumed within one year; general classroom furniture, students' and teachers' desks and bulletin boards; and textbooks. The administrative units may submit projects for the remodeling of classrooms or laboratories to make effective use of equipment and materials for instruction in the critical subjects.

The second program provided an allotment of \$291,151 to be matched by State funds for the purpose of improving supervisory and related services in the critical subjects available to the administrative units from the State agency. Thirteen specialists have been added to the Department's Division of General Education: three each in science, mathematics, modern foreign languages; one for civics, economics, geography and history; one for English and reading; one for audiovisual education; and one for instructional materials. Other persons have been added to the Department and the Controller's Office for the purposes of administration and auditing and accounting.

In-service education programs have been provided with the aid of Title III in the critical subjects through the Division of Teacher Education. For example, in the summer of 1966 a total of \$21,841 in State funds matched Title III funds for in-service programs covering all the critical subjects except reading. Some 3,500 teachers participated in the program.

Title V-A

Funds from Title V-A of NDEA may be utilized for (1) providing financial assistance for operation of guidance, counseling, and testing programs in the public schools in order to identify those students with outstanding aptitudes and abilities and (2) to provide supervisory and consultation assistance through NDEA staff members of the State Department of Public Instruction.

Guidance programs under Title V-A received a sizable proportion of the total NDEA Titles III and V-A Federal funds—nearly 37 percent. A total of \$644,919 in Federal funds was matched by 146 administrative units during 1966-67 to provide guidance and testing programs to junior and senior high schools in the State. Programs involving 402 guidance directors and counselors were partially supported by the expenditure of Title V-A funds.

1962-63 }	3,579,987.00	1963-64	2,797,116.14	782,870.86
1963-64 }				
1964-65 }	2,591,662.00	1964-65	2,119,684.94	471,977.06
1965-66 }	2,843,878.00	1965-66	2,583,553.00	260,325.00
1966-67 }	2,779,286.00	1966-67	2,605,983.00	173,303.00
TOTAL	\$19,448,520.00		\$17,182,830.90	\$2,295,689.10

Note: Since Federal funds are matched by local funds, this table does not include annual amounts from local sources.

TABLE II—TOTAL EXPENDITURES, TITLE III (Federal and Local)

Fiscal Year	Units Participating	No. of Projects	Science	Mathematics	M. F. Languages	Total
1959-60	154	1,521	2,496,657.49	292,346.87	245,221.80	\$3,034,226.16
1960-61	168	1,219	2,995,978.99	495,124.09	384,148.42	3,875,251.50
1961-62	169	2,047	2,876,514.13	394,694.87	423,541.35	3,694,750.35
1962-63	169	2,111	2,699,683.72	329,401.13	459,729.62	3,488,764.47
1963-64	175*	3,548	4,210,583.09	505,768.06	577,871.27	5,594,232.42
1964-65**	165*	2,734	2,746,299.43	391,260.56	441,434.77	
1965-66**	172*	4,582	1,882,253.00	239,415.00	275,131.00	
1966-67**	170*	1,404	2,003,806.00	351,883.00	332,910.00	
Total		20,066	21,911,735.85	2,999,893.58	3,439,988.23	

Fiscal Year	Civics	History	Geography	English	Reading	Economics	Total
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1964-65	37,566.70	255,939.05	111,469.24	117,334.23	138,065.88		\$ 4,239,369.86
1965-66	101,443.00	928,060.00	408,113.00	595,239.00	737,452.00		5,167,106.00
1966-67	73,343.00	741,608.00	349,175.00	419,774.00	933,670.00	5,797.00	5,211,966.00
Total	212,352.70	1,925,607.05	868,757.24	1,132,347.23	1,809,187.88	5,797.00	\$4,305,666.76

*The number of administrative units participating include schools under the direction of: (1) State Schools for Blind and Deaf, (2) Board of Mental Health, (3) Board of Juvenile Correction, (4) Governor's School, and (5) N. C. School of the Arts.
**Title III was expanded in 1964-65 to include other subject areas.

TABLE III—AMOUNT AND PERCENTAGE OF TOTAL EXPENDITURES BY SUBJECT UNDER TITLE III FROM 1959-60 TO 1966-67 AND FOR ONE YEAR PERIOD 1966-67

Subject	Amount (Total)	Percent (1959-60 to 1966-67)	Amount (1966-67)	Percent (1966-67)
Science	\$21,911,735.85	63.9	\$2,003,806.00	38.4
Mathematics	2,999,893.58	8.7	351,883.00	6.8
M. F. Languages	3,439,988.23	10.0	332,910.00	6.4
Civics	212,352.70	0.6	73,343.00	1.4
History	1,925,607.05	5.6	741,608.00	14.2
Geography	868,757.24	2.5	349,175.00	6.7
English	1,132,347.23	3.3	419,774.00	8.1
Reading	1,809,187.88	5.3	933,670.00	17.9
Economics	5,797.00	0.1	5,797.00	0.1

TABLE IV—TOTAL EXPENDITURES IN GUIDANCE, COUNSELING, AND TESTING TITLE V-A (FEDERAL AND LOCAL)

Fiscal Year	Projects Approved	Units Participating	Guidance Counseling	Testing	Total
1958-59	149	149	\$ 86,960.30	\$ 77,082.44	\$ 164,042.74
1959-60	162	137	464,652.21	67,629.27	532,281.48
1960-61	147	135	696,101.16	74,123.99	770,225.15
1961-62	147	143	884,688.07	82,398.71	967,086.78
1962-63	149	146	856,914.55	79,502.20	936,416.75
1963-64	149*	149*	859,601.30	96,627.51	956,229.04
1964-65	147*	147*	831,569.00	100,742.00	1,032,311.00
1965-66	151*	151*	1,040,460.00	123,820.00	1,164,280.00
1966-67	148*	148*	1,065,754.00	127,247.00	1,193,001.00
Total	1,349		\$6,886,700.59	\$829,173.35	\$7,715,873.94

*The number of administrative units participating include schools under the direction of: (1) State Schools for Blind and Deaf, (2) Board of Mental Health, (3) Board of Juvenile Correction, (4) Governor's School, and (5) N. C. School of the Arts.

Promotion and Experience Goal of Touring Students

The North Carolina School of the Arts is a touring company! It's not a continuous program. But, thanks to assistance from the National Foundation for the Arts—through the North Carolina Arts Council—and a grant from the Mary Reynolds Babcock Foundation, students from the School of the Arts have and will perform at high schools and community centers across the State.

In the fall, 60 students at the school made a tour of North Carolina. Forty-three dance students were in the western part of the State, six from the music department were in the eastern section, and 11 drama students were in the Piedmont. Now, the itinerary for another tour in April is being planned. The entire student orchestra will go out. The drama department is organizing a full, staged production. The dancers will again perform works selected from a repertoire.

The Babcock Foundation made a grant of \$40,000 to assist in the search for talented students who might attend the school. President Robert Ward said that experience has shown that the student body itself is the best recruiting agent the school has found. "When students across the State see what we are accomplishing here they become interested," he said.

"The fall tour gave the State high schools interesting and enlightening artistic experiences. And when they see the accomplishments of students their own age, the audiences are almost unanimous in enthusiastic responses, both in their applause and in inquiries about the school."

The story of the school is being told in another way, too. A portion of the Babcock grant is for performances, held in connection with workshops, by members of the faculty of the music department. These are also being scheduled across the State.

The purpose of the student tours is broader than just telling about the school and searching for new students. The performing students receive a real taste of the life of a professional artist on tour. Robert Lindgren, dean of the dance department who accompanied a group of the touring students, summed it up: "They learned what it's like to live out of a suitcase."

"We would go into a town the night before our date and set up our sets," Lindgren said. "The next morning we performed, struck the set, and moved to the next town to set up again and give another performance." The dance group carried its own equipment—stage covering, lights, controls—so that slick floors and lighting would not be a problem.

The other groups, with less intricate staging, did not have to go through this routine, but the travel was still an important part of the program. And, too, there was the experience gained in public performances.

Ira Zuckerman, dean of the drama department, and Phillip Dunigan, instructor in flute, also accompanied students during the tour.



Cathy Sharp of Nashville, Tenn., and Guyla Pandi, a Hungarian teaching fellow, perform in "Bachianas Brasileiras" during a fall tour of Tar Heel high schools by students of the North Carolina School of the Arts in Winston-Salem. Another tour itinerary is now being planned for April. Purpose of the tours is to search for talented Tar Heel students and to give experience to the young performers.

"I don't think the audiences were expecting to see the quality of our performances," Lindgren said. "A lot of them had never seen ballet, or if they had, it was usually poor. They could admire our students—kids of their own age—giving a performance that was really first-rate." He said the students "demonstrated great skill in their art" and that most of the audiences had been well prepared.

The drama department group had a somewhat different situation, looking upon the widely varied performing conditions as an important educational aspect of the tour. "Our material was improvisational," Zuckerman explained. "It was never the same show so some of the reaction we got was quite good and some not so good. It depended on the nature of the material. When it clicked, we got fantastic responses."

Sometimes the drama group had a stage, sometimes a gym. Zuckerman said he preferred not to use a stage. "I wanted to get closer to the audience; I wanted them to feel involved."

Dr. Ward reported that everyone who participated agreed that the tour last fall was well worth the time, money, and effort. He said both the school's faculty and students are looking forward to the April swing through the State.

Winston Teachers Find Exhibit Court Aid to Art Instruction



A new art court is an important part of art instruction in the Winston-Salem/Forsyth County system. Above, two art teachers combine forces to discuss with their students the techniques and style evident in paintings by a North Carolina artist on exhibit in the Parkland High School Art Court Gallery. Here, too, the students learn firsthand about such things as color, line, and form. The teachers are Miss Bobbie Linville and Mrs. Beverly Isley.

The Winston - Salem / Forsyth school system claims a "first in the State" for its art department. Anthony Swider, coordinator of art for the system, believes the art court at Parkland High School is the only school art gallery in the State.

The art court is a large open space outside the art classrooms with clerestory windows providing daytime lighting. Other lighting is provided by an arrangement of elongated, oval - shaped, colored lights hanging down into the area to form an artistic pattern of their own. Michael Newman, architect for the school, planned the area as an art court, but it was not until this year that money was available to overlay the concrete block walls with plywood and vinyl.

Exhibits in the court have become an important part of Parkland's art program, and the court also is used by art students and teachers from other schools in the system. The first exhibit was the works of Swider; exhibits and lectures by other North Carolina artists have followed. No difficulty has been experienced in arranging exhibits for the entire school year.

Parkland High School is on a modulator schedule with staggering periods of A, B, C, and D days. On a typical A day the art period is 20 minutes for lecture or research and is used by the art teachers for a short lecture in the art court, a free period for students to view an exhibit, or for an artist to give a short talk on his work. On the B, C, or D days, when the period is longer, art teachers take their classes into the art court for lectures on the technique and style of the exhibiting artist. Their students ask questions and discuss such things as color, texture, line, and form. Afterwards, the teachers report, students return to their classroom highly motivated and with a heightened awareness of art and its possibilities.

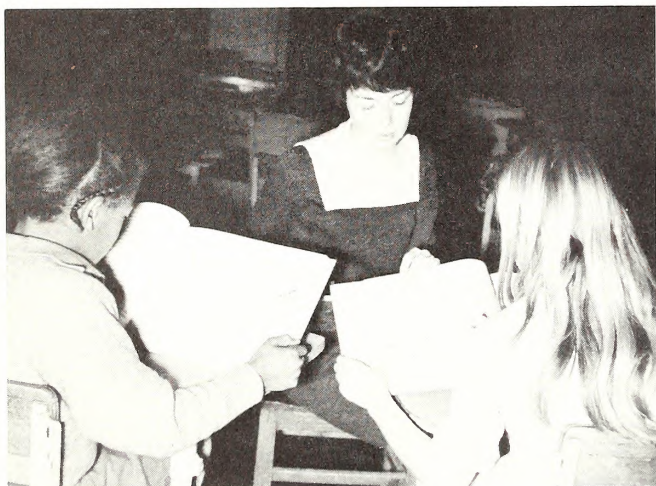
Between shows by North Carolina artists, each of the 10 senior high schools in the system has an opportunity to exhibit their students' work.



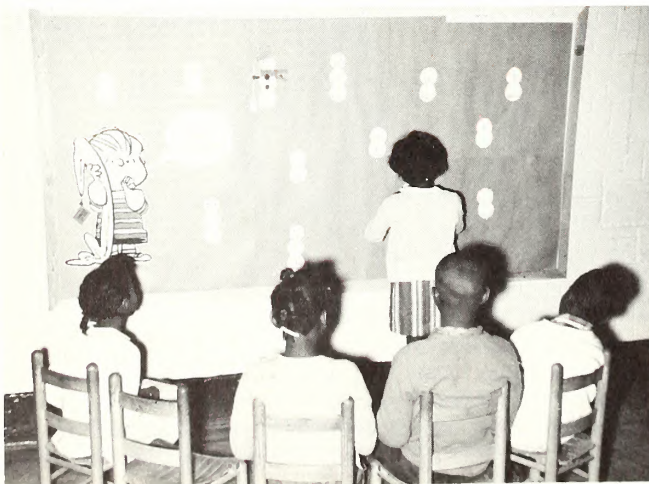
During a free period art students study techniques at close range and observe the effect from a distance. They will later have opportunity to hear the artist discuss his works and to ask him questions. Individual experimentation in the classroom will help them develop techniques and styles of their own while retaining appreciation for those used by others. The gallery opened last fall.



Music is a valuable aid in speech correction. Therapist Mrs. Madelin Griffin brings a smile to her student's face.



Visual-Handicap Coordinator Mrs. Kay Drake works with two youngsters using large print books. Below, small EMR groups mean more individualized attention.



Top Billing Given Special Education in Pitt County

By Mrs. Betty Levey, Special Education Coordinator

As in most other school systems, the Pitt County Special Education Services have evolved from the concern of the administrative staff and faculty and their desire to build an educational system which affords every child the opportunity to develop to his full potential. In 1964, under the supervision of the unit's director of instruction, Mrs. Edna E. Barker, children who were experiencing difficulty and failure in the general academic program were identified and screened for possible special class placement.

As a result of this first survey of the needs of our youngsters, five classes for educable mental retardates were started in Pitt County. Through a cooperative agreement with the Greenville Administrative Unit, placement was provided for our children who could profit from trainable classes. A speech therapist was added to the staff and children with speech problems were referred for therapy. Detailed plans were made to expand the program during the next three years, based on the needs of the children and the availability of trained personnel.

This is the first year that Special Education Services have been established as a coordinated program. The staff now consists of a director, four speech therapists, one visual-handicap coordinator, and 10 teachers of educable mentally retarded (EMR) pupils. Students from East Carolina University majoring in mental retardation and speech are employed part time through a county-university cooperative project. The Pitt County Special Education story exemplifies teamwork displayed by everyone in the unit and interaction of the various agencies which make up the system.

Referrals from teachers, principals, general supervisors and specialists aid the youngster who deviates from the so-called normal pattern of development.

Speech and Hearing

A child with speech and hearing problems is referred directly to the therapist assigned to the school he is attending. The child's problem is diagnosed and therapy is arranged usually in a regularly scheduled session at the school. In severe cases the child is given individual attention at the University Speech Clinic. The therapist reports her findings and recommendations to the teacher and principal, and contact with parents is maintained by periodic reports and scheduled conferences.

Screening programs are conducted each spring by the therapist to identify primary grade children who will be enrolled in therapy sessions the following fall. Nurses perform audiometric screening in the upper grades.

Visual

The coordinator of the visually handicapped program, whose purpose is to obtain materials to aid

Just a few years ago Pitt County Schools, serving around 13,500 children within a wide-spread geographical area, had no Special Education program. Today the system is well along the way toward fulfilling the educational needs of its handicapped children. This is the Pitt County Special Education story.

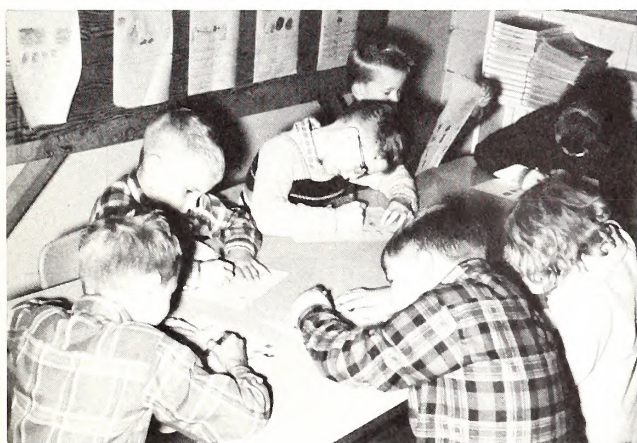
the visually handicapped child in adjusting to the regular classroom program and to act as a consultant for teachers of visually handicapped children, works closely with other school and county agencies—including nurses, social workers, and representatives of the State Commission for the Blind. Home visits are an accepted facet of the program, both as a means of communicating to the parent the school's feeling of responsibility for each child and of acquiring data to help the school plan a better program for each child.

Special Classes

Children referred for special class placement are screened by the special education coordinator who administers a Slosson Intelligence Test, reviews the child's cumulative record, interviews his teacher, and studies an evaluation done by the school psychologist. If further diagnosis is felt necessary, arrangements are made with the Developmental Evaluation Clinic of ECU. A close follow-up procedure has been worked out involving the clinic, the school social worker, and the parents.

Children recommended for the trainable program are enrolled in the Greenville facility. Transportation is provided by parents who have a car pool arrangement. A child placed in the trainable school is assured of a sequential program leading to placement in the newly developed Sheltered Workshop in the Greenville area.

Children diagnosed as EMR are enrolled in one of the 10 EMR classes when possible. In schools where there are no classes available, consultant services are offered to the teacher who will be working with the child until such enrollment is possible. Using a positive approach, the child is accepted as he is and for what he can do.



Arithmetic calls for concentration and a handicapped child does it best with others like himself.



Helping each child calls for teamwork. School Nurse Mrs. Jo Anne Tetterton, left, and Social Worker Mrs. Sue Bentall, right, works with Special Class Teacher Mrs. Cherry Gordon.

Research continues in the program. Our teachers are continually examining techniques and materials for ways to promote a good sequential plan of study for these youngsters. One teacher is field testing a reading series for possible use throughout the program. Others are experimenting with different ways of reporting progress to parents and planning demonstrations for observation by special education majors at the university. Teachers and specialists illustrate the dedication, patience and ingenuity it takes to underwrite a new program geared to meet the needs of the child who is in some way different from his chronological peers.

Future Plans

The success of our program thus far is the result of the cooperation of the entire administrative unit. EMR students participate in extracurricular activities such as the basketball team; they are included in field trips with others of their chronological age. Principals, nurses, social workers, the special education coordinator, and the assistant superintendent in charge of instructional services have integrated the program into the entire school system. With such cooperation between staff members, plans can be made to expand the services as needed.

Our most immediate concern is the development of a secondary EMR program that will provide emphasis on vocational competencies and post school adjustment. Other concerns for the future take into consideration the limitations of our present program. Children with learning disabilities motivated the writing of a project to obtain funds to establish a materials center. Interest in providing pre-vocational programs for the junior high level prompted a co-operative project between the vocational department and the special education division.

Plans for the future are far from complete, but as long as children with special needs come to the attention of the school unit, Pitt County will attempt to provide experiences that will enable every child to have the opportunity to develop—to the extent of his natural talents—into an adult citizen who is a productive member of the community.

Telecture Takes Physics to Pupils

Consolidation of facilities can be difficult in the rugged Appalachian Mountains, but two high schools in West Virginia have managed to consolidate some of their resources through Telecture.

Seven students at Pickens High School wanted to take physics, but the school, serving a total of 98 students, had no qualified teacher. However, 150 miles away in Charleston the George Washington High School was conducting an excellent course in physics. A telephone line was hooked up between Pickens and George Washington, microphones were installed in each school, and rosters were set up.

When Roger Phillips is ready to begin his class at George Washington, he picks up a special telephone receiver which automatically triggers a bell in the Pickens classroom. Phillip Carr, the Pickens coordinator, then turns on his receiver and the class is ready to begin. The Pickens students are able to listen to Phillips' lecture at George Washington and to participate in his class with questions and discussion.

Mimeographed materials, overlays, and video tapes, which have been sent from George Washington to Pickens, are used sporadically throughout the lecture to illustrate certain points.

Pickens students tune into George Washington for two lectures and two seminar periods each week. While they are not officially tuned in during laboratory periods, they can contact George Washington if they have problems.

Mrs. Margie P. Davis, distributive education teacher-coordinator at Garner High School in Wake County was installed recently as president of the National Distributive Education Teachers Association. The Installation was during the American Vocational Association convention in Cleveland, Ohio.

The Attorney General Rules...

The Subject of Prayers And Bible Reading in the Public Schools.

In reply to your recent inquiry: You send me certain correspondence dealing with the subject of prayers and Bible reading in the public schools. One of these letters is from a North Carolina Civil Liberties Union. This is not an official body and its views and opinions are not binding on you or any governmental official.

There is no doubt that under the cases cited by the American Civil Liberties Union that where the power or influence of the State or any sub-division of State Government or its officials promote Bible reading and prayers in the public schools that such is prohibited by the decisions of the Supreme Court of the United States. In the **McCullum** case the local board of education agreed to the giving of religious instruction during regular school hours by members of a religious council representing the Jewish, Roman Catholic and Protestant faiths. It was only given to pupils whose parents signed request cards. The Supreme Court of the United States said:

"Neither a State nor the Federal Government can, openly or secretly, participate in the affairs of any religious organizations or groups or vice versa."

The Court said that the vice of this argument was that it was the promotion of tax established and tax-supported public schools to aid religious groups to spread their faith.

In all other cases the hand of the government has promoted some religious observance. In New York the Board of Regents formulated a prayer and the schools were authorized to require the restriction of the prayer. In the Pennsylvania case the statute required the reading and prayer and in the Maryland case a regulation required reading of the Bible and a restriction of the Lord's Prayer. An influence of the State or other State officials is present in all the other cases.

Up to this point we do not find that a voluntary reading of the Bible, without comment, and the saying of a prayer in the public schools has been held to violate the Constitution. In other words, the matter has not been squarely presented and decided by the Supreme Court of the United States. Until such a decision is handed down, at the present time, we see no objection to reading the Bible without comment and saying a prayer in the public schools. This must be carried on on a voluntary basis and those pupils desiring to refrain from such exercises should be allowed to do so. Attorney General, January 3, 1968.

NEA STUDY MISSION TO RUSSIA

At least two North Carolina superintendents will be part of a study mission in the Soviet Union next spring. The mission is for school administrators and is sponsored by the National Education Association.

Forrest Hunt, superintendent of Rutherford County Schools, and Lee Phoenix, superintendent of Cleveland County Schools, will make the tour. The dates are April 5-27. The group will go from New York to Stockholm, then to Moscow. From there they will travel to Leningrad and Tbilisi and then Erevan and Kiev. After a return visit to Moscow they will go to Copenhagen and then back to New York.

EMPHASIS:

On New Educational Materials

(By Mrs. Gladys G. Ingle, Education Information Librarian)

American Association of School Administrators. **Curriculum Handbook for School Administrators**. 1967. 323 pp. The Association, 1201 16th St., N. W., Washington, D. C., 20036. \$5.40. A clear, concise source of information about new curriculum developments written with the assistance of 14 national organizations.

Chall, Jeanne. **Learning to Read: The Great Debate**. 1967. 373 pp. McGraw-Hill Book Co., 330 W. 42nd St., New York, N. Y., 10036. \$8.50. This startling and controversial study concludes that best results are achieved by a "code emphasis" approach to reading rather than the "meaning emphasis" approach which has dominated reading programs since the 1920's.

Drucker, Peter F. **The Effective Executive**. 1967. 178 pp. Harper & Row Publishers, Keystone Industrial Park, Scranton, Pa., 18512. \$4.95. Five habits or practices as essential to effectiveness are identified. These and their development form the main body of the book. Distinctive skills may be acquired or renewed through use of this book.

Ellington, Careth. **The Shadow Children: A Book About Children's Learning Disorders**. 1967. 254 pp. Taplinger Publishing Co., Inc., 29 E. 10th St., New York, N. Y., 10003. \$6.50. Dyslexia, or reading disability, affects approximately 17% of our child population. This is a primer describing the problems of these children and the educational techniques which will help them.

Galbraith, John Kenneth. **The New Industrial State**. 1967. 427 pp. Houghton-Mifflin Co., 53 W. 43rd St., New York, N. Y., 10036. A major, provocative work which poses questions regarding the impact of the new directing force of management on education and social and political behavior.

Grooms, M. Ann. **Perspectives on the Middle School**. 1967. 152 pp. Charles E. Merrill Books, Inc., 1300 Alum Creek Dr., Columbus, Ohio, 43216. \$4.95, cloth; \$2.95, paper. A sound, consistent, contemporary approach to the problem of intermediate education.

Kaufman, Jacob J. and others. **The Role of the Secondary Schools in the Preparation of Youth for Employment**. 1967. 225 pp. Institute for Research on Human Resources, the Pennsylvania State University, University Park, Pa., 16802. \$2.00. A comparative study of the vocational, academic, and general curricula which calls for sweeping changes in vocational education.

Miel, Alice. **The Shortchanged Children of Suburbia: What Schools Don't Teach About Human Differences and What Can Be Done About It**. 1967. 68 pp. Institute of Human Relations Press, 165 E. 56th St., New York, N. Y. 10022. 75 cents. This pamphlet presents the main findings of a four-year study designed to learn how the public schools in a suburban community prepare children for a multi-ethnic world. Includes a series of well reasoned suggestions for reform.

As the *Bulletin* goes to press, we are notified that the Jackson County Schools have been selected as one of the 10 finalists in the 1968 Encyclopedia Britannica School Library Awards competition. Cash awards will be presented winners of first, second, and third places during National Library Week, April 21-27.

Alderman Elementary School, built in New Hanover County in 1964 for \$412,500, has received an award of merit and is hailed as a "trend-setting" school by the McGraw-Hill Publishing Co. in its magazine *Nation's Schools*.

Boards to Determine Extra Five-Day Use

Beginning next year, local boards of education, upon recommendation of unit superintendents, may determine use and placement of the five days of extended employment. Rules and regulations governing the extended term of employment were amended at the January meeting of the State Board of Education.

The only requirement regarding the placement of the five days was that one day must be used prior to the beginning of the 180-day school term for teacher-pupil orientation. All teachers in the administrative unit are subject to the same schedule for utilizing the five days.

The placement and use of the fourth and fifth days of extended employment this year are to be determined by county and city boards of education.

Arts Group Sponsors Tour for Teachers

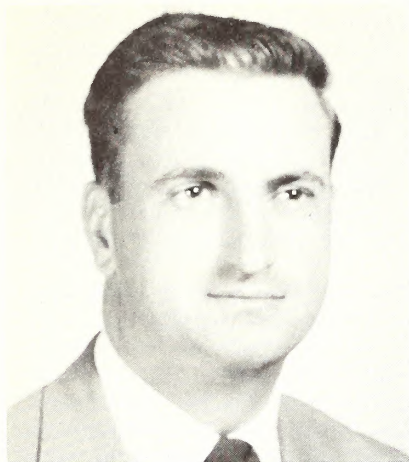
Thirty-five North Carolina art teachers will receive an expense-paid tour next April to visit art museums, galleries, and schools in Washington, Philadelphia, and New York. The tour, by chartered bus, is being sponsored by the North Carolina Arts Council.

Robert Brickell, Executive Secretary of the Arts Council, said application forms have been sent to the State's 375 public school art teachers. Selection of the 35 participants and arrangements for the tour are under the direction of a special committee headed by Dr. Perry Kelly, State supervisor of Art Education for the State Department of Public Instruction.

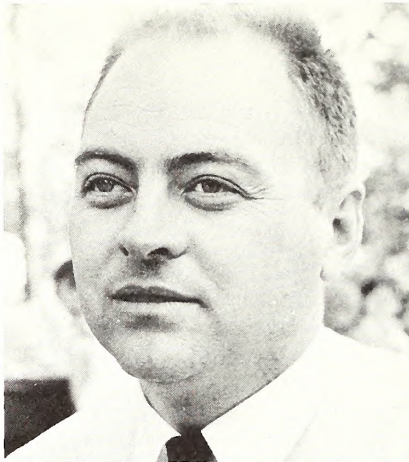
Dr. Kelly said the tour will give the art teachers first-hand experiences with art in metropolitan centers and also should contribute to the quality of art instruction in the public schools of the State.

The tour is scheduled for April 1-6. The teachers will assemble in Raleigh and tour the North Carolina Museum of Art prior to their departure.

Adcock Named Superintendent in Granville; Abernathy Will Head Hoke County Schools



Adcock



Abernathy

The State Board of Education last month confirmed the appointment of two new superintendents. Lucious C. Adcock has been named superintendent of the Granville County Schools, succeeding David N. Hix who held the office for 18 years prior to his death on December 4. Donald D. Abernathy is the new superintendent of Hoke County Schools, succeeding William T. Gibson, Jr., who died of a heart attack on December 2.

Adcock had served the Granville system as assistant superintendent for four and a half years. He was first a teacher and then principal of Oak Hill High School in Granville before becoming assistant superintendent. Adcock is a Navy veteran and was educated at Campbell College, Elon College, and the University of North Carolina. He earned his M.A. degree in administration from the latter institution in 1956.

The Granville Board named E. H. Stallings, who had served for the past two and a half years as principal of the J. F. Webb High School in Oxford, to succeed Adcock as assistant superintendent. A native of Franklin County, Stallings attended East Carolina and UNC before going to Louisburg to teach.

Abernathy served as principal of Hoke High School from 1964 until the end of the past school year when he became director of student teaching at Pembroke State College. His family continued to live in Raeford. He is a graduate of Lenoir Rhyne College and holds the M.A. degree in education from Duke University. He went to Raeford from Wallace-Rose Hill School where he was principal. Previous to that post, he had served as a teacher and principal in Catawba County Schools.

Wagoner Will Head Wilmington College

Dr. William H. Wagoner, 40-year-old superintendent of New Hanover County Schools, will assume the presidency of Wilmington College on June 30, succeeding Dr. William M. Randall, 70, who has headed the institution since 1951. Dr. Wagoner will be the college's third president. He has headed the New Hanover schools since 1961.

The prexy-to-be is chairman of the Board of Governors of the N. C. Advancement School and president of NCEA's Division of Superintendents. He is on the NEA central committee to direct the future of Overseas School-to-School Program and a member of the Board of Directors of the Association for the Advancement of International Educators. Dr. Wagoner also serves on the Committee on Finances of the Governor's Study Commission on the Public Schools. He has served in numerous local, State, and national educational posts.

LOOKING BACK

In February issues of the
North Carolina Public School Bulletin

Five years Ago, 1963

All 389 pupils safely evacuated the burning two-story Broadway School building in Lee County within about one minute after smoke was seen in the library. . .

Ten Years Ago, 1958

Dr. Ralph L. Fike of Wilson was elected president of the North Carolina State School Boards Association at its Delegates Assembly. . . .

Dr. N. C. Newbold, formerly head of the Division of Negro Education, State Department of Public Instruction, died at his home in Raleigh on December 23.

Fifteen Years Ago, 1953

The North Carolina School Library Handbook has been issued in Japanese.

Allocation of State funds toward four building projects was made at the January 8 meeting of the State Board of Education.

Twenty Years Ago, 1948

F. M. Eason, principal of Engelhard High School, Hyde County, died in a Norfolk, Virginia, hospital on January 9. . . .

Twenty-five Years Ago, 1943

Governor Gregg Cherry recently announced that plans for operating a State-supported vocational trades school at Camp Butner, near Durham, had been abandoned.

Twenty-five Years Ago, 1943

In accordance with the recommendation of the Governor, a bill providing for the extension of the age of compulsory attendance at school from 14 to 16 years has been introduced into the General Assembly.

One of every four North Carolinians over 25 years old is "functionally" illiterate, according to the 1940 U. S. Census.



12-Month Programs Studied by Forsyth

Winston-Salem/Forsyth becomes the first school system in the State to study the advisability of operating its schools on a year-round basis—a step that State Superintendent of Public Instruction Charles F. Carroll has forecast for some months.

Plans for the five-month study, which began last month by three members of the schools' professional staff, were announced in a recent issue of "The In-Basket," a newsletter from the superintendent's office to employees of the 67 schools, and will be financed jointly by the State Department of Public Instruction and the Mary Reynolds Babcock Foundation.

The members of the planning committee may recommend that a year-round program be tried during the next school year or they may come up with a report that the idea is not feasible at any time. If they decide that an all-year program is desirable either to improve the educational program or to save the system money, space, or time, the committee will endeavor to:

- Develop several plans for implementing a continuous school year, through a three-semester system, a quarter system, or two semesters with a modified summer school. (Most of the school

(Continued on page 11)

SAVE THESE DATES

The annual conference sponsored by the Department for school superintendents will be held at Mars Hill College during July 23-26.

Foreign Teachers Reveal Impressions After Four-Week School Assignments



Foreign teachers pause for a photograph together before returning to Washington for conferences and the trip back home. Left to right, Wilmer Vasquez, Jhamendra Nepal, Miss Nelly Saravia, Salih Djoshar, Thasos Sofocleous, Miss Agatha Pakhrin, and Suparak Racha Intra.

By Kay W. Bullock

Visiting foreign teachers see much to admire in our educational system, but they also observe things that puzzle and dismay them.

At a meeting in Raleigh last month following four-week assignments in local units across the State, seven teachers from four countries discussed their experiences and opinions with Department staff.

A part of the International Teacher Development Program sponsored by the U. S. Office of Education, these visits and discussions enable visiting teachers to take fresh ideas back to their countries and also provide American educators with an opportunity

to take a look at their program through objective eyes.

The teachers, who came to North Carolina after attending a three-month seminar in secondary education at the University of Arizona, were assigned to seven administrative units: Salih Djoshar of Cyprus to Wayne County; Jhamendra Nepal of Nepal, Greensboro; Miss Agatha Pakhrin of Nepal, Greensboro; Miss Nelly Saravia of Peru, Asheboro; Thasos Sofocleous of Cyprus, Watauga County; Suparak Racha Intra of Thailand, Raleigh; Wilmer Vasquez of Peru, Durham; and Aristides Zamella of Brazil, Winston-Salem/Forsyth. (Zamella had already returned to Washington for conferences before the Raleigh meeting.)

(Continued on page 11)

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

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ED PRESS

VOL. XXXII, NO. 7 March, 1968

Official publication issued monthly except June, July and August by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh, N. C. 27602

Industry has a tremendous stake in our nation's educational accomplishments, and unless businessmen begin to communicate with our educators on these topics which affect both industry and education, we all stand to lose.—Thomas A. Vanderslice, General Electric Co.

The day of the superintendent and board not being involved in the world of practical politics is over, and unless a superintendent is willing to put his beliefs on the line, he's going to be in for added trouble. — William H. Curtis, AASA President.

Title III (ESEA) is a bet on the local school system . . . a bet that enough dynamism, concern, intelligence, and know-how is available here, if only turned loose.—Dr. Richard I. Miller, Univ. of Kentucky.

If we claim that laymen sometimes hamper the advance of the schools, we must also recognize that laymen built and paid for them. And they have done a pretty remarkable job.—Harold Howe II.

'Communicate or Relinquish Leadership'

Are professional educators going to relinquish their leading role in education to someone else, or are they going to learn to communicate so they can enter the sensitive field of public opinion with some hope of winning? This was the query voiced by Floyd T. Christian, Florida State School Superintendent, before a conference on Public Understanding of Education held in Palo Alto, Calif.

"I have reached the frustrating conclusion that we are the victims of our own success," he observed, pointing out that it was educators who fought for compulsory attendance laws, a longer school day and an extended school year, who championed state-supported kindergartens, Federally-financed headstart programs, and promoted graduate schools, and adult education programs.

Among his colleagues, Christian found four different answers to the wave of criticism that swept over educators and over the land. The first group contended that this criticism merely reflected the anger of disgruntled taxpayers over the increase in the cost of education, the second group viewed the current public unrest as an occupational hazard, while a third assumed a negative attitude demanding to know of one improvement in the educational system that was not the product of a professional educator's creative mind.

"The fourth group did some painful soul searching in an attempt to determine the impetus for this growing disenchantment with our schools," said Supt. Christian. "I found myself uncomfortable."

In an effort to pinpoint the why, when, and how public schools had lost the support of the public, the superintendent listed the first mistake as "changing the formula" without notifying parents who pay for the schools. Also, a number of non-teaching jobs were added. Teachers then added their complaints to those of parents, he said, wanting to be advised of any further changes in the prescription. And, as if this were not enough, the students, after years of taking the prescription without protest, suddenly decided that the changes were not being implemented fast enough to equip them to live in tomorrow's society.

"In essence, we failed to gain support for the changes we championed because we did not communicate effectively with those who must support these changes," said the speaker, referring to parents, teachers, and pupils. The public must be told what is happening to education, he said, and educators must find out what the public wants.

He declared that because education is primarily passing on knowledge, most educators had a false idea of their own ability to communicate. Also they are not accustomed to competing for people's attention, and have operated in obscurity for so many years that they consider the present strong light on education inappropriate. All too often, he said, educators minimize outside suggestions. In short, most professional educators—particularly those in administrative positions—have little communications experience and almost no meaningful communications training.

The speaker referred to the recent national survey of graduate schools by Dr. Lindley J. Stiles, former dean of education at the Universities of Virginia and Wisconsin and more recently professor of education for interdisciplinary studies at Northwestern University, which was made for the Title V, ESEA national Public Information Project. Titled "The Present State of Neglect," Dr. Stiles points out that only 60 out of 131 institutions that prepare superintendents of schools make some effort to acquaint them with the field of public information. And in these institutions educators usually learn about public information from other educators, not from specialists in communications, he reported.

Pointing out that amateurs seldom if ever win in a struggle with professionals, Christian dwelt on the importance of maintaining close communication between schools and the public in a democratic nation.

State Supervisor examines TV education:

Community helps school establish ITV

by Refa Peoples, State Supervisor, Television Education

Charlotte-Mecklenburg can boast of having the State's one and only non-commercial broadcast television station owned and operated by a local board of education. Miss Dona Lee Davenport, station manager of WTVI, Channel 42, describes it as a community-oriented station. "Our reason for not going closed-circuit was that we wanted to project into the homes, as well as into the schools," Miss Davenport said. WTVI's major objective is to offer a wide range of programming to meet the instructional, cultural, and informational needs of the community and schools.

Localization

Miss Davenport's experience with educational television goes back to 1958, when the Charlotte-Mecklenburg unit was participating in the State In-School TV Experiment. During those experimental years, the instructional TV programming produced by UNC-Chapel Hill was carried by commercial stations in areas not covered by WUNC, Channel 4. As a result, Miss Davenport recalls, "A lot of feeling developed on the part of teachers and administrators that locally produced programs were needed." Local in-school programs were produced beginning in 1960, using facilities of a now defunct commercial UHF station in Charlotte.

In 1962 Charlotte-Mecklenburg decided to build its own production and broadcasting facilities and followed through with construction; in August 1965, WTVI signed on the air.

Mrs. Deane L. Crowell, former principal of Myers

Park Elementary School and first ITV director for the unit, explained the advantages of Charlotte-Mecklenburg having its own broadcast facilities: "The instructional needs of teachers and students in this unit are unique. It seems logical to me that our broadcast facilities are similar to a school, in that they serve as a *resource* for use by students."

The cost to the county for building and equipping WTVI was about the same as the cost of a new school —\$700,000; and it serves all 108 schools in the unit. The cost figure, however, is somewhat misleading since WTVI is valued at \$1.2 million. Local bond money paid for the construction, but the equipment money came from Federal grants. Significant savings came from the unit's purchase of studio and control room equipment from a bankrupt UHF station in Florida. The annual operation and maintenance of the station costs about 75 cents per Mecklenburg County resident.

Facilities

WTVI facilities are designed to operate as a complete production and broadcasting center. The two studios have a total of 2,000 square feet of floor space. A prop storage area and engineering department are conveniently located on either side of the studios. The engineering area contains the transmitter, master control, film projection and video-tape recording equipment, and maintenance and storage areas. Adjacent to the studios in the front of the

(Continued on next page)



Mrs. Deane Crowell, director of ITV, and Miss Dona Lee Davenport, WTVI station manager, are captivated audience of *Itchy Basset Brown-ing*, the poetry-writing puppet star of the WTVI language arts series, *WORDS WITH WINGS*.

This is the second of two articles reviewing instructional television in use by different county-wide school systems of the State. Last month Miss Peoples discussed the closed-circuit facilities and programs in the New Hanover school system.

School-Owned ETV Station Also 'Community Oriented'

building are production, art and photography departments, program promotion and administrative offices. All outside walls are reinforced to provide for future expansion. Future plans include enlargement of the plant into a complete learning resources center, installation of color equipment, and acquisition of a mobile video-tape unit.

At the present, a full-time staff of 28 employees man the station. Wilbur F. Liedke, production manager; Gordon L. Stewart, promotion manager; and Paul G. Hansil, chief engineer, head WTVI with Miss Davenport. The station manager assumes a wide range of responsibilities in coordinating the efforts of the engineering, production, promotions, and business personnel.

Goals

In 1965, the Charlotte-Mecklenburg Board of Education published their goals for WTVI programming. Specific objectives included the use of WTVI as a source of special education for pre-school and home-bound children, continuing education for young adults, vocational and technical training, and general education for adults that will encourage the intellectual, cultural, and spiritual growth of the community.

Committees

To assist the ITV staff—headed by Mrs. Crowell—and the WTVI staff, two committees help in the selection and evaluation of programs. The ETV Committee includes members of the local board of education, the general staff representing the administrative and supervisory personnel, teachers and principals, and the WTVI station manager. This committee reviews all WTVI staff program proposals. The Citizens' Committee—an advisory body of seven members representing the general community, plus the station manager who serves as secretary—is appointed by the board of education. This committee serves as liaison between the station and the general community. It evaluates the program fare and needs in the public television category, including the programming distributed by National Educational Television of which WTVI is an affiliate. Furthermore, this group may recommend programs to enrich the community in particular interest areas.

The ITV department was added in 1967 in recognition of a need for more programming for classroom use and a need for in-service education of teachers. Mrs. Crowell had assumed much leadership in coordinating the schools' needs and the uses of ITV before officially being named ITV director. With her, four full-time and two to three part-time staff members are responsible for locating areas in the elementary and secondary curricula where televised materials are needed, setting priorities, securing talent, developing programs, scriptwriting, and preparing printed materials to be used by teachers in conjunction with the program. The continual pulse-taking of instructional needs requires constant contact with persons throughout the unit who are aware of the problems.



WTVI film-tape librarian, Eugene Barnes, keeps over 700 programs filed in station's library.

Coordinators

This year for the first time, there is an ITV coordinator in each school to glean the needs for ITV felt by teachers, to collect teachers' and students' responses to programs, and to distribute the printed ITV materials to the teachers.

In-school programs are presented on all grade levels. However, major emphasis is initially on the elementary and junior high grades where teacher needs are most pressing and scheduling is more flexible. Programs range from single specials to regular weekly series. In all cases they are designed to supplement the work of the classroom teachers, rather than to do the total teaching. No entire courses by TV have ever been provided the schools by WTVI. Mrs. Crowell likes the team-teaching aspect of TV instruction and the prospect of using TV as a medium through which added resources become available to the classroom teacher.

Since last September, 16 series have been or are being produced at the station. Some are in-service and some are in-school programs. Since 1965, WTVI has accumulated a library of 466 locally produced programs. Both Miss Davenport and Mrs. Crowell attest that there are always more good and exciting ideas for programs than there is time, staff, or money.



Station facility for WTVI Channel 42 has room to grow and plans are being made in that direction. Part of the 500-foot tower can be seen immediately behind the station.

Certification

In the area of in-service education for teachers, Mrs. Crowell said, "We are just beginning to see what can be done by television for certificate renewal and for general up-dating of knowledge." TV may make it possible for teachers to stay at home and, at no cost to them, receive re-certification.

Since the station's formal beginning, careful consideration has been given programs available through ETV agencies. Miss Davenport feels that programs done well elsewhere can help serve the unit's needs.

At least one teacher in every school uses some television in his teaching and all 79,000 students in grades 1-12 receive some TV instruction. Although the greatest use of TV is in the elementary and junior high schools, ideas for ITV in the senior high are being developed. Variations in class periods have retarded ITV development on the senior high level, but small video-tape recorders (VTR) would enlarge the feasibility of ITV in these schools. Also, the applications of VTR in small group instruction, as well as in regular classes and for individual study, are being anticipated.

Dr. Jonnie McLeod discusses sex and reproduction with a group of fifth and sixth grade youngsters on the set of FAMILY TALKS during the production of the series. (Dr. McLeod was awarded the North Carolina PTA Council's Oak Leaf Award for her work in this area.)

(All photographs furnished by WTVI, Charlotte-Mecklenburg School Administrative Unit.)

3,000 Sets

There are already 3,000 TV receivers installed in the unit's schools. All classrooms for grades 1-6 and junior high block-of-time, science, and reading classrooms have sets. In the senior high, social studies and English 10 rooms have them. The goal is to have sets in every teaching station in the unit.

For pre-school children, WTVI airs "TV Kindergarten" five days a week. Each of these 30-minute programs is aired twice daily and many private and parochial kindergartens use the series regularly.

Workshops

To help classroom teachers utilize ITV, summer workshops are held at the station. Mrs. Crowell and her staff offer group and individual consultation throughout the year. Last fall the ITV staff conducted a mass systemwide meeting of teachers inexperienced in the classroom utilization of TV. Mrs. Crowell also briefs school principals at the opening of schools on the year's program offerings and their possible uses.

A significant goal of the WTVI staff is to devise procedures to evaluate more carefully and validate the TV materials before they are aired.



Teaching Research Highlighted:

Education Center Serves Three Units

By Hoy J. Cobb, Jr.

Director, Rocky Mount Supplementary Education Center

A building which formerly served as a garage for a trucking company has become a teaching research center, serving members of the teaching profession in Rocky Mount, Tarboro, Nash, and Edgecombe school systems through an instructional media center and professional library. The Rocky Mount Area Supplementary Education Center is financed through Title III of the Elementary and Secondary Education Act, often referred to as PACE, Projects to Advance Creativity in Education.

Included in the program at the Center is an experimental teaching laboratory which brings in exceptional teachers, experienced in the latest innovations in teaching, to demonstrate their techniques. An observation room above and to the side of the experimental lab provides space for observation by 60 adults without disturbing the teacher and students involved. In addition to being an exemplary center for innovation and demonstration, the lab serves as a facility for in-service education

through seminars, forums, and workshops.

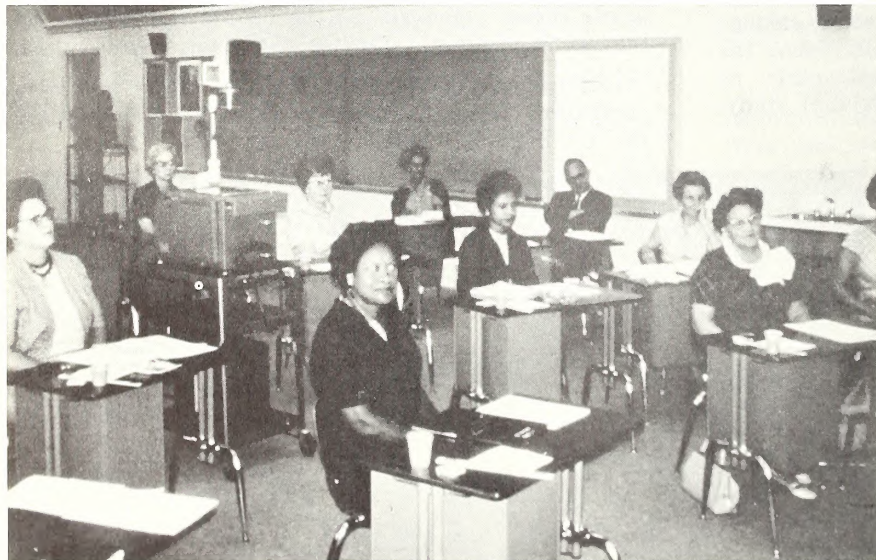
Serving with the project director are Mrs. Irma Brown, director of instruction in the laboratory; Mrs. Margaret Crawford, librarian and media specialist; Mrs. Betty Upchurch, coordinator of programs in elementary education; Mrs. Norma Turnage, coordinator of programs in secondary education, and Peter Laurini, music instructor for a pilot string music program.

During the summer of 1967, teachers from the participating school systems, along with college consultants, took part in two major seminars. The consultants were Dr. Sidney Rauch, Hofstra University, a noted authority in the field of reading, and Dr. William Sasser, North Carolina Wesleyan College, professor in music and the humanities and president of the North Carolina Music Education Association. The specific objectives of these seminars were to stimulate self-evaluation and to encourage adoption of effective and efficient

practices for the improvement of the teaching of reading and the humanities. An additional objective was to develop practical new material useful in their own situations and to stimulate participants to consider and develop new material and methods to use in their classroom instruction. There were 35 schools from the participating school systems represented in the two summer seminars. Participants from these schools, represented elementary and junior and senior high school levels of instruction, including all major subject areas.

The Center is sponsoring a string music program to encourage schools to add string music instruction to their curriculum. There was no organized instruction in strings prior to the opening of the Title III Center. The music program is a pilot program to offer lessons in violin, viola, cello and bass to 7th and 8th grade students in three public junior high schools and one private sectarian school. Under the music program, training is offered in three areas: individual instruction, music theory, and string orchestra. The string program is conducted year 'round. During the summer, participants receive concentrated individual instruction and the experience of playing together as an orchestra.

During the school year, several workshops have been held, based on needs expressed by teachers. Through an advisory curriculum committee, which meets monthly, the staff of the Center is kept informed of teacher interest and need. The major objectives of all workshops are to conduct exemplary programs, to enrich and stimulate, to develop innovative ideas, to meet a wider range of educational needs, to improve communication, and to insure intellectual exchange between teachers and schools toward the goal of stimulating a willingness to



An orientation session for supervisors in the three school systems served by the Rocky Mount Area Supplementary Education Center launched an elementary science curriculum pilot program, "Science—A Process Approach."

... Title III Facility Also Serves as Instructional Media and Library Center



Students and a teacher, Mrs. Margaret Evans, participate in a demonstration showing methods of developing research skills in the elementary grades.

consider and develop new and imaginative programs.

Persons involved in teacher demonstrations and observation understand that the purpose behind such activities is not necessarily to demonstrate the best way, but to indicate a good way or an additional way to make teaching meaningful and effective.

Prior to the teacher demonstration and classroom situation, participants and/or observers at the Center are given a written and oral explanation of the lesson, information about the students involved, and all other pertinent facts. A related bibliography of books and instructional materials is included.

The Supplementary Education Center is ready to assist and cooperate with educational endeavors of the Rocky Mount area, even if they are not directly connected to the participating school systems. As an example, the Supplementary Center is cooperating with East Carolina Training School for Boys in providing the facility for an in-service teacher education course in "Contemporary Social Problems of the Adolescent." The organization and presentation of the course involved cooperation between East Carolina University, Rocky Mount City Schools, State Department of Public Instruction, and East Caro-

lina Training School for Boys.

All the administrative units in the area served by the Center are now participating in a pilot program concerning the elementary science curriculum, "Science—A Process Approach." This program is being used experimentally in support of the Title I, ESEA kindergarten classes of this region. The first organizational meeting was an orientation program for supervisors held in September of 1967. The program got underway in October and involved nine Edgecombe County, two Nash County, two Tarboro City, and two Rocky Mount City schools. A total of 15 teachers, 15 schools, and

369 kindergarten students are participating.

In November the first teacher demonstration workshop took place at the Center with Mrs. Martha Baker, of Nash County's Maude B. Hubbard School, and Mrs. Alice Richardson, of Edgecombe County's Bulluck School, serving as demonstration teachers. A second teacher demonstration was held at the Center during December. Mrs. Brenda Brown, of Edgecombe County's Carver School, and Mrs. Geraldine Griffin, of Rocky Mount's Bassett School, served as demonstration teachers.

The children have been most enthusiastic about the science activities because the exercises are "performance oriented" and give the children an opportunity to do, show, and tell.

One of the most exciting aspects of the Supplementary Education Center is the Instructional Media Center. This Materials Center is being developed to include not only books and periodicals but also films, filmstrips, tapes, disc recordings, slides, microfilm, and microfiche. Our purpose is to provide professional materials of a specialized nature which may not otherwise be available to the professional staffs of the area. It serves also as a learning resource center to stimulate and encourage innovation and change in curriculum and teaching.



During a workshop at the center Laura Boice, art supervisor, shows teachers new ways of being creative with the medium of paper.

MARCH 1968

Pupil-Professional Staff Ratio Improves; 84 Units Show Enrollment Decrease

General improvement of North Carolina public schools is indicated by the 1967 Public School Fall Survey conducted by the State Department of Public Instruction. Significant factors reflecting this improvement include a better pupil-professional staff ratio, a high percentage of teachers holding Class "A" or graduate certificates, and an increase in the number of professional personnel receiving local salary supplements. William W. Peek, director of the Department's Statistical Services, reported that the pupil-professional staff ratio has shown a steady improvement since the first State survey was conducted 12 years ago. In 1956, the ratio was 28 students to one professional employee (including principals, teachers, and supervisors) while in the 1967 report, the ratio improved to 22.6 to one!

Overall student enrollment was higher for 1967. At the end of the first month of operation, 1,193,267 pupils were enrolled—a Statewide increase of 9,577 or 0.8 percent as compared with a 3.4 percent increase in the number of professional employees (see graph).

The greatest increase—6,584 students (1.93 percent of the total 1967 increase)—occurred in the high school. On the elementary level, the increase was 2,993 or 0.35 percent. "This," stated Peek, "represents the largest single-year increase since the 1964 survey."

Decrease

Peek noted that analysis of the 1967 enrollment data by administrative unit shows that enrollment increases have not occurred on a unit basis over the State as a whole. Disregarding enrollment changes brought about by the merging of school units, a total of 84 of the 160 units reported an overall enrollment decrease.

In the 12-year period, as noted in Table I, the total enrollment increase has been 183,885 or 18.22 percent. Analyzing these data by county, Peek noted that 37 of the State's 100 counties showed an overall enrollment decrease from 1956 to 1967. "Thirteen of these 37 counties," he said, "showed decreases in excess of 10 percent and four had decreases of more than 20 percent. Of the 63 counties showing increases in enrollment, a total of 36 had more than 10 percent increase and 15 had an increase of over 20 percent. Five counties showed an increase of more than 40 percent—Cumberland, 19,094 or 83.1 percent; Mecklenburg, 31,019 or 63.3 percent; Onslow, 4,999 or 53.6 percent; Wake, 15,446 or 48.6 percent; and Guilford, 19,887 or 43.8 percent."

Area Increases

The largest enrollment gains in the five counties noted above were increases 10 times over the previous year's figures. Reports from individual units reveal these gains to be in the Piedmont and in areas serving large military bases.

A continued need exists for additional school facilities in many units.

principals, supervisors, counselors and full-time librarians. Transfer teachers (from other units or from out of State), teachers who are returning after some absence from the profession, and new teachers employed for the first time, made up almost 20 percent of the current year's teaching force.

Professional personnel receiving local salary supplements have increased. An additional 3,232 over 1966-67 are receiving supplements, bringing the number to 28,971 or 54.8 percent.

Selected comparisons compiled from the Fall Survey are noted in Table III.

PUPIL-PERSONNEL RATIO FOR 12-YEAR PERIOD
IN NORTH CAROLINA SCHOOLS

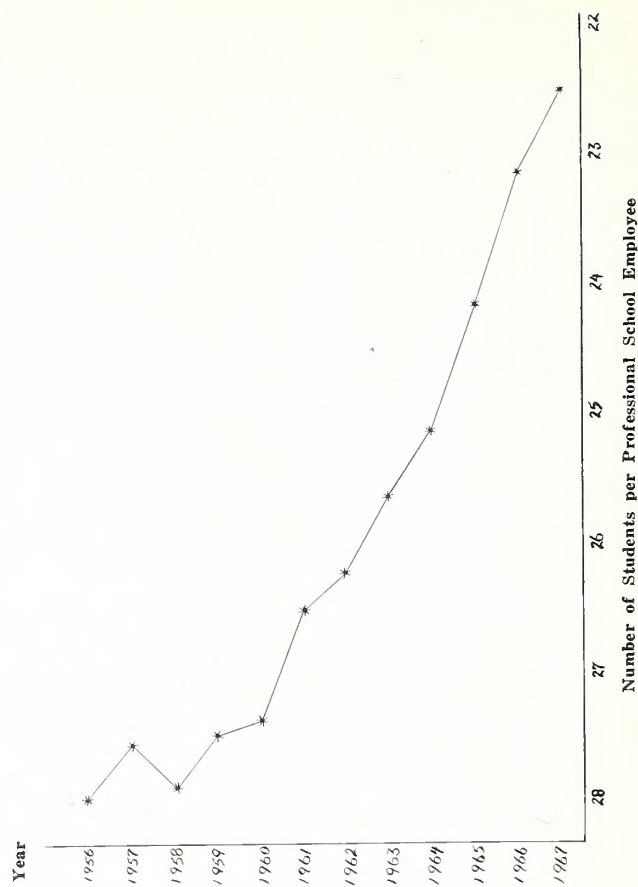


TABLE I—PERSONNEL SURVEY, NORTH CAROLINA PUBLIC SCHOOLS, 1956-1967

more than 2,000 students who had been attending on less than a full-time basis for several years.

The rooms scheduled for completion during the 1967-68 school year number 1,940 or six percent less than for the previous year. An additional 5,087 more classrooms are needed than are scheduled for completion during 1967-68, though a net gain of 1,241 additional instruction spaces were realized during the previous 12-month period. These figures are based on existing enrollment and make *no* allowances for projected enrollment increases.

Despite the decreases in construction *rates*, steady improvement is evident as less additional instruction rooms—to accommodate excess enrollment and as replacements—are needed. Unsatisfactory quarters—those not owned by the board of education; mobiles, portables and quonsets; improvised quarters within public school buildings; and overcrowded classrooms—increased by 3,973, or three percent over 1966-67. Superintendents reported 9.04 percent of all public school students are housed in quarters they termed temporary and/or unsatisfactory.

Since 1958, a total of 17,422 instruction rooms have been added or renovated and a total of 6,400 inadequate or obsolete classrooms have been abandoned for a net gain of 11,022 spaces. A net gain of 1,102 classrooms has contributed to the overall improvement each year.

Professional personnel in the State public schools numbered 52,853 for the 1967 report—an increase of 1,806 over the previous year. The total increase in professional personnel since 1956 has been 16,569 or 46.0 percent. Of them, only 5.1 percent held less than Class “A” certificates. The administrative units of Buncombe, Durham City, Gastonia and Wilson City employed the greatest numbers of professional educators holding Class “A” or Graduate certification.

Elementary Needs

Peek pointed out that more than half the superintendents of administrative units were most concerned with the shortage of teachers for the primary grades. In order of importance, the administrators also noted shortages in high school mathematics, science, foreign languages, and English. Special education teachers also were reported in short supply.

Men constitute 23.3 percent of the total professional force, though only 59.8 percent of the 12,293 men are currently employed by the high schools. In 1956, high schools employed over 70 percent of the total male instructional personnel. Clay, Ashe, Cherokee and Pamlico county units employed the highest percentage of male educators for the present school term.

Vacancies were fewer for the 1967 Fall Survey than one year ago, with 99½ percent of all positions filled. Peek reports that the chief deficiency was for 288 teaching personnel—only one vacancy was due to classroom shortage—at the conclusion of the first month of the 1967-68 school year. “The impact of the Elementary and Secondary Education Act on the total number of positions to be filled is easily discernible in the sharp increase in positions vacant for 1966 and 1967,” noted Peek. Vacancies have averaged 133, at the end of the first month of the school term, since the first survey in 1956.

A noteworthy trend is the continuing increase in the proportion of non-teaching positions (9.33 percent of the total) including non-teaching

1957	1,037,382	27,980	2.77	36,014
1958	1,061,171	23,800	2.30	37,146
1959	1,082,013	20,842	1.96	38,056
1960	1,102,026	20,013	1.85	39,249
1961	1,120,372	18,346	1.64	40,150
1962	1,140,981	20,609	1.84	42,199
1963	1,167,963	26,982	2.36	43,422
1964	1,178,334	10,371	0.89	45,452
1965	1,181,522	3,218	0.27	46,830
1966	1,183,690	2,138	0.18	48,821
1967	1,193,267	9,577	0.80	51,047
				52,853
				1,806

TABLE II—STATE SURVEY OF INSTRUCTION ROOMS, 1967

	County Units	City Units	Total State
1. NUMBER OF INSTRUCTION ROOMS AVAILABLE			
Available at beginning of 1966-67 school year	37,029	13,293	50,322
Abandoned for instructional purposes during the 1966-67 school year	513	264	777
Completed during the 1966-67 school year	1,327	491	2,018
Available at beginning of 1967-68 school year	38,043	13,520	51,563
2. ADDITIONAL INSTRUCTION ROOMS NEEDED, FALL, 1967			
Needed to accommodate excess enrollment	2,272	750	3,022
Needed to replace unsatisfactory facilities	2,969	1,036	4,005
Total needed to accommodate excess enrollment and as replacements	5,241	1,786	7,027
3. NUMBER OF INSTRUCTION ROOMS SCHEDULED FOR COMPLETION DURING THE 1967-68 SCHOOL YEAR	1,302	638	1,940
4. STUDENTS TAUGHT IN UNSATISFACTORY QUARTERS			
Quarters not owned by board of education	2,350	204	2,554
Temporary quarters—mobiles, portables, quonsets	50,817	10,680	61,497
Improvised quarters within public school buildings	20,253	5,704	25,957
Excess enrollment in overcrowded classrooms	14,122	8,793	22,915
Total students in unsatisfactory quarters	87,542	20,381	107,923

TABLE III—SELECTED COMPARISONS, FALL SURVEY DATA, 1961-1967

	1961	1962	1963	1964	1965	1966	1967
Professional Staff	42,199	43,422	45,452	46,830	48,821	51,047	52,853
Increase	2,049	1,223	2,030	1,378	1,991	2,226	1,806
Vacancies	104	96	110	82	184	301	289
Percent	0.25	0.22	0.24	0.18	0.38	0.59	0.54
Non-teaching Staff	2,088	2,291	2,388	3,051	3,773	4,144	4,932
Receiving	19,422	20,034	21,639	22,456	24,148	25,739	28,971
Supplements	2,578	2,533	3,033	3,051	3,455	3,721	3,823
New Teachers	1,135	1,123	1,414	1,317	1,359	1,509	1,281
Former Teachers	2,913	1,176	3,078	3,132	3,352	4,255	4,054
Transfers	1,120,372	1,140,981	1,167,963	1,178,334	1,181,552	1,183,690	1,193,267
Enrollment	18,346	20,609	26,982	10,371	3,218	2,138	9,577
Increase	1.64	1.84	2.36	0.89	0.27	0.18	0.80
Percent	26.54	26.28	25.69	25.16	24.25	23.18	22.57
Ratio	40,640	42,476	43,384	45,780	48,826	50,264	51,563
Instruction Rooms	4,026	3,756	6,102	11,235	8,573	7,423	7,027
Rooms Needed	1,679	1,390	1,881	1,692	2,545	2,018	—
Rooms Completed							
During Year							

Vocational Program Here Second Largest; Teacher Needs Cited

North Carolina has the second largest program of vocational education in the United States, measured in terms of teachers and of students enrolled, according to A. G. Bullard, director of the Division of Vocational Education. This State is second only to Texas, with 24.4 percent of the teachers being engaged in agricultural education, 31.1 in home economics, 25.5 in trade and industrial education, 8.7 in distributive education, 6.5 in introduction to vocations, and 3.7 in vocational office education. There are 2,629 vocational education teachers in the public schools of the State this year.

The introduction to vocational education course was offered by North Carolina for the first time in this country four years ago, Bullard pointed out. It aroused considerable interest, with hundreds of inquiries being received by the division and with New Jersey adopting this State's course with some modification.

This course is still in a state of change, he said. Being studied are suggestions that the course be moved down to a lower grade in junior high school, with some phases of it being put into the elementary grades.

Since the Smith-Hughes Act of 1917, each Federal act dealing with vocational education has provided for reimbursement to approved institutions for a part or the whole cost of training teachers for the specialized courses offered in vocational education, and also for consultant help to individual secondary schools offering vocational courses.

"We need to recruit a great many more young people and enroll them in these programs," Bullard said, "in order to have an adequate supply of teachers for replacements and expansion. Moreover, we need to provide a greatly expanded in-service program of training for teachers already employed, to update them technically and professionally, and to retrain some of them for new programs of vocational education.

"Our policy-makers must recognize that we have a responsibility for preparing an adequate supply of competent teachers for vocational programs in the secondary schools and for the vocational and technical programs in our community college system. In order to provide appropriate vocational and technical education for our youth and for adults in all communities of North Carolina, it is estimated that 824 additional full-time teachers will be needed in fiscal 1969. For the fiscal year of 1970 this figure will rise to 1,231 and to 1,517 for the fiscal year of 1971. In addition, over the three-year period we will need to use the services of approximately 1,600 part-time teachers."

The seven institutions approved for vocational teacher training were listed as: A. and T. Univer-

DEATH CLAIMS DR. GUY PHILLIPS

Dr. Guy B. Phillips, Sr., 77, known throughout North Carolina as "Mr. Public Education," died of a heart attack on February 11 while attending services at Christ Methodist Church in Greensboro. He had been a member of the State Board of Education since 1958 and at the time of his death served that body as chairman of the Policy Committee. Although retired as its executive secretary, Dr. Phillips remained active in the N. C. School Boards Association which he organized in 1937 and headed for 21 years.

He was a native of Randolph County and was a teacher and coach at Raleigh High School at the age of 23. Later he served as superintendent of the Oxford schools, principal and coach at Greensboro's old Central High School (1920 to 1924), and superintendent of the Salisbury and Greensboro Schools (1929 to 1936).

He was a member of the faculty of UNC-Chapel Hill from 1936 until he retired in 1961. He had graduated from that institution in 1913 and then received a master's degree from Columbia University. He was later awarded a Doctor of Literature degree by High Point College.

Dr. Phillips had been president of the N. C. Education Association, executive secretary of the Governor's Commission on Education in 1938, a founder of the United Forces for Education and of the National Association of Teachers of Public School Administration, and a member of the Learning Institute of North Carolina. Last year, upon moving back to Greensboro, a news reporter quoted him in an interview:

"People say, 'Look at what you did.' Well, I'm not interested in that. I'm interested in tomorrow."

sity; East Carolina University; Appalachian State University; the University of North Carolina at Greensboro, Chapel Hill, and Raleigh; and North Carolina College at Durham.

"These institutions are providing not only credit courses for the training of vocational education teachers," Bullard pointed out, "but also non credit courses and in-service workshops. In addition, staff members of these institutions are engaged in research directly related to vocational education. From time to time, the State Department of Public Instruction requests the services of these teacher-educators as consultants in program planning and curriculum development."

Council to Sponsor Summer Institutes

The N. C. Educational Council on National Purposes will again for the sixth year finance summer seminars for social studies teachers as a means of obtaining the organization's goal of educating the American people about the value of the American way of life in contrast to communism. Scholarships of \$300 will be awarded to a limited number of teachers and application should be made at once to their respective schools by teachers wishing to attend. Already more than 500 requests for information have been received by the N. C. Educational Council on National Purposes.

The institute will be held at Wilmington College for the first time this summer. Appalachian University, East Carolina University, and UNC-Charlotte will again offer the summer courses.

Bladen County Honors State Board Chairman

Dr. Dallas Herring, chairman of the State Board of Education, was dubbed the "father of the community college system" at a dinner in his honor, held recently at White Lake.

The dinner also formerly launched the new Bladen Technical Institute.

12-Month Programs

(Continued from page 1)

systems already run through the summer months with their summer schools, but they do not have the advantage of a planned continuous school year.)

- Determine what curriculum changes would be necessary, the value of such a program for bright, average, and slow students, what initial investment would be necessary, and whether citizens feel a need for an extended school year.

- Study the implications for teachers insofar as it would affect their retraining, sabbatical leaves, and increased salary for extended terms.

- Develop a handbook of research findings and recommendations.



Upper left, Department staff listen intently as foreign teachers (upper right) discuss North Carolina schools. Lower left, the exchange continues during a break for coffee, and at lower right the visiting teachers pose with Department staff before leaving Raleigh.

Foreign Teachers Reveal Impressions

(Continued from page 1)

The visiting teachers praised most of the libraries and textbooks that they saw. All were impressed with the number and variety of audiovisual aids available although they mentioned that teachers did not always use them effectively.

Miss Saravia commented on the high quality of curriculum guides she found and the home-classroom hook-up that enables ill or physically handicapped children to keep up with their schoolwork.

Sofocleous felt that the T.V. courses that he saw in the schools were excellent.

Some teachers who visited secondary schools feared that many curricula for college-bound students are too weak. They felt that more credit units should be required for graduation for these students and pointed to the fact that many of our energetic, bright young people are earning more than the required number. Many others, just as intelligent "are being encouraged to become lazy," according to Sofocleous.

The teachers also said that grading in the schools they visited was too easy. They observed that most teachers planned their tests so that there would be a high percentage of A's and B's. The visit-

ing teachers realized that parental pressure "to get Johnny into college" is to blame for these grading practices, but they insisted that such grading is meaningless.

Djoshar and Vasquez observed that the school day is too long for both teachers and students. After lunch both show signs of fatigue and much less is accomplished than during the morning hours. Djoshar noted that on the one hand we rush our children to eat lunch and on the other we force them to sit for long hours in class where too little is being accomplished.

The teachers agreed that too much class time is spent preparing for, taking, and reviewing tests. They wondered why our teachers felt it necessary to give as many as 10 tests and quizzes during a six-week period.

Vasquez expressed concern that little guidance is available for young people who do not go to college. Others agreed that their countries had more counselors for their students than we do.

Special concern was voiced that students in rural areas were less well prepared than their urban cousins and thus not prepared for the highly mobile American society.

Individual Instruction in Action

By General Education Division Staff

American education has been characterized by a rather rigid organizational structure. In many North Carolina schools there are encouraging signs that the old rigidity is giving way to a new flexibility. The results are programs that better serve individual student needs and interests.

The new programs have received impetus from the Comprehensive School Improvement Project and the Elementary and Secondary Education Act.

They are characterized by emphasis on diagnosis of individual needs, grouping without regard to age or grade, team planning and teaching, small group instruction, and independent study—all of which contribute to the major goal of permitting a student to advance at his own rate.

We have talked about these things for years. The exciting news is that they are becoming a reality in North Carolina today. Illustrative of the new ferment are schools in four widely scattered communities.

Reidsville

The Lawsonville Avenue School in Reidsville has three teams of teachers. Those on the A team, consisting of two groups of three teachers each, receive the first year students and remain with them for two years. The B team, working with students in their third and fourth school years, is divided into five achievement level groupings for language arts and mathematics. The C team (fifth and sixth years) is similarly grouped for language arts and mathematics; and for both the B and C teams, two are assigned to teach science, and three to teach social studies. Teacher aides and clerical aides free the teams from routine duties.

J. W. Knight, director of Federal projects for Reidsville schools, points out that changing the organization for instruction is a developmental process.



At left, students in Raleigh's Barbee School listen to a taped science lecture. At right, students in the Middle School at Lexington cluster around a teacher during a Probe or Help Module as the teacher demonstrates that learning can be fun.

The ungraded school cannot be created overnight by administrative fiat; it must evolve through cooperative planning.

In-service training is part of the process. Reidsville's planning has concentrated on training teachers in diagnosing and prescribing—and the inquiry approach to learning.

Superintendent C. C. Lipscomb feels that a primary requisite for this type of innovation is a dynamic principal who is interested in the instructional program.

At the school, Principal James Hardy singles out three features as the major benefits of this approach to the ungraded school: (1) cooperative planning, (2) taking advantage of the special competencies of teachers, and (3) providing more options to meet the needs of more students.

Charlotte

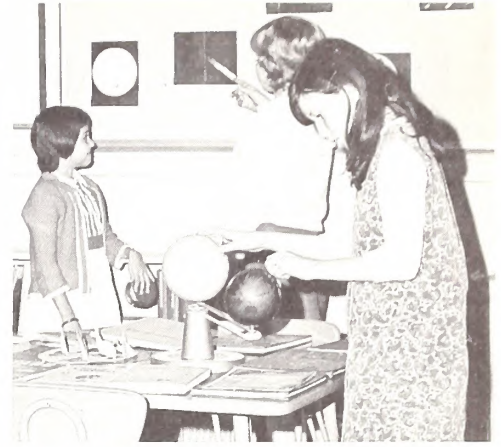
University Park Elementary School in Charlotte includes two experimental projects within its total structure.

A Primary team, originally funded by CSIP, is now in its third year of operation. Approximately 100 pupils have been grouped by ability and achievement into low, average, and high sections for arithmetic and into separate, similar sections for language arts.

While the Primary team was advancing, one year at a time, another team was formed—vertically—to include pupils whose ages would ordinarily place them in grades 4, 5, and 6. Pupils were selected primarily on the basis of reading level (3.8 to 4.5) and divided into four groups.

Pupils of different ages attend class together and study the same materials. A pupil stays in a particular group only as long as he needs to stay. He





Students involved in language arts study at Barbee are shown at left. At right, interest and achievement, rather than age levels, determine grouping at Barbee.

advances to the next level whenever his individual achievement indicates that he is ready.

Under the current leadership of Principal Charlie Dannelly with the assistance of Mrs. Vivian Williams, consultant from Johnson C. Smith University, both teams engage in constant planning and evaluation.

Among the advantages they have observed are the following: through individual instruction, students have opportunities to develop personal interests; the self-image of slow learners is enhanced; fear of failure is virtually eliminated; and the flexibility of scheduling allows immediate readjustments when a pupil appears to be placed in work that is too easy or too difficult for him.

Lexington

In his conference room Superintendent Jack Davis displays in bold letters the motto, "Change is not only necessary but inevitable!"

Davis' staff, including PACE director Reid Prillaman, is determined to shape the changes that are coming.

The Lexington Middle School is new in name, in concept, and in fact. The middle school is looked upon as a learning laboratory—free of the self-containment of the elementary school and free of the departmentalized environment of the senior high school.

In a new building, characterized by classroom clusters and open accessibility, Lexington is combining a centrally located Title II Demonstration Library with a Title III continuous progress curriculum.

The curriculum is divided into 36 work weeks, and promotions are on a week-by-week basis.

The work weeks are charted and posted to let every student know exactly what will be expected of him. He completes the work at his own rate, takes a test, and proceeds to the next assignment.

To accommodate the new curriculum a new flexible schedule has been designed. The school day is divided into 15 modules of 26 minutes each.

Each student's day is apportioned among three different types of learning situations:

Basic Time—classroom instruction in large and small groups.

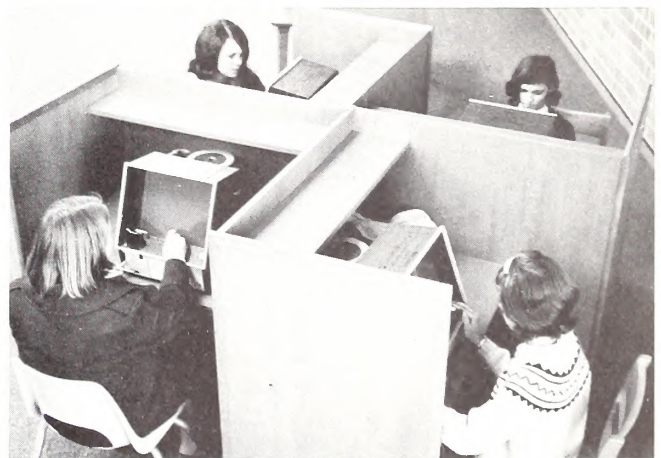
IDLE Time—(an acronym for Individually Directed Learning Experience) — independent study; use of audio-visual materials; committee projects; conferring with learning center consultants.

Probe or Help Time—complete freedom of choice: research on a point of interest; newspaper reading; advance study on the next work week; individual help from a teacher on difficult assignments.

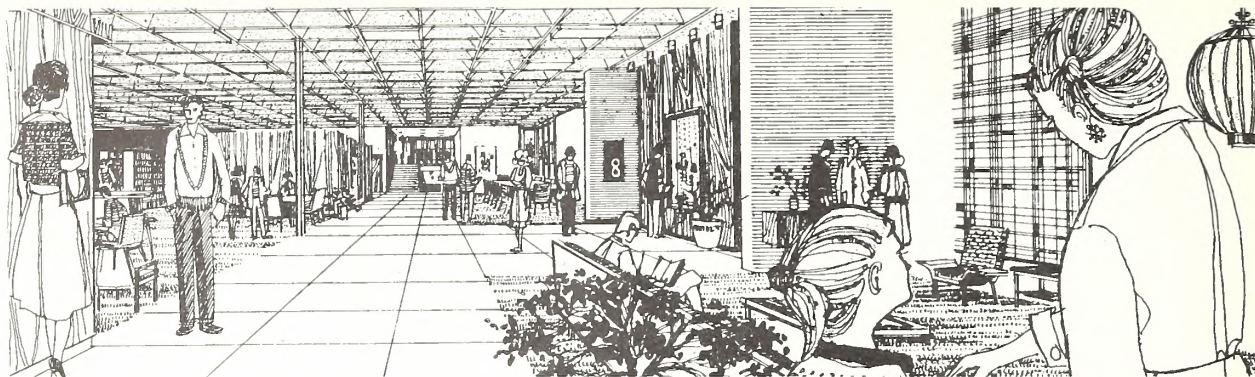
Slavish devotion to a textbook has been abandoned. In its place is a multimedia approach. Audio-visual materials are used extensively not only in the classroom, but also by individual students on their own time in the learning center. A list of suggested materials is printed on the back of each work week assignment sheet. If a student misses a lesson or needs to repeat or review it, he has access to the materials (tapes, recordings, filmstrips, etc.) in the learning center.

A special feature of this learning center, in addition to study carrels and a wide variety of media, is the staff. Along with librarians and aides, the staff includes subject matter specialists who serve as consultants to students who are working in the center.

(Continued on next page)



Individual study carrels in the learning Center at Lexington.



The Learning Center is the pulse of the continuous progress program at Lexington.

The continuous progress curriculum is the result of cooperative planning by many people. As just one example, Principal Theodore Leonard worked long, hard hours adjusting the new modular scheduling to his school.

This year the new curriculum and schedule are being implemented in just one grade—the seventh. Plans call for extending them two grades per year (sixth and eighth grades next year) until the entire spectrum is included and Lexington has a continuous progress curriculum for each student from the time he enters school until he graduates.

Raleigh

Located 10 blocks north of the Executive Mansion in the capital city is Barbee Elementary School. There, Principal Daisy Radford and seven teachers, plus aides, are operating one of the most exciting ungraded schools to be found.

The seven teachers are divided into a primary team and an elementary team. Each team chooses its own leader and plans co-operatively the instructional program for all the children.

Receiving its initial stimulus from CSIP, the primary team is now in its third year. The elementary team is in its second year.

The two teams are not completely separate. If a primary child's achievement indicates that he is ready for advanced work, in reading for example, he is placed in an elementary reading group.

Teacher evaluation of achievement is the major criterion for placement, but teacher judgment is reinforced by standard test results.

Class size at Barbee School approaches the ideal. A typical class ranges from 8 to 10 pupils. This is accomplished by grouping and by simultaneous scheduling. While one small group is receiving instruction in reading, others are in the library, being coached by an aide, or attending a science demonstration. There is no "busy work" at Barbee School.

Principal Radford is pleased with the response of the pupils. They show a remarkable ability to accept new responsibilities—going to the library in a group without a teacher leading the way, and with no bells ringing.

These schools reveal a healthy degree of variety in their approaches. At the same time, a number of features appear over and over again.

First is the necessity for thorough planning. Second is the recognition that organizing for individual instruction is a developmental process. It cannot be completed overnight. Staff positions must be filled with care. The community must be kept informed. In-service training will have to be expanded and improved. Procedures need to be kept flexible for constant modification.

On the bright side are the results. The newer, flexible organization does a better job of meeting individual needs. Students are better motivated. There is less failure and less fear of failure, and consequently, fewer discipline problems.

Again, these four schools are only a sample of the many innovative programs in progress in North Carolina. There are more. Hopefully, in the months ahead, there will be many others.



Both of the above pictures were taken at Lexington Middle School. At left, students on IDLE time learn together; at right, a subject matter specialist assigned to the Learning Center works with two students during a Help module.

EMPHASIS:

Timely Tips For Educators

(By Mrs. Gladys Ingle, Librarian, Education Information Library)

Bard, Bernard. *The School Lunchroom: Time of Trial*. John Wiley & Sons, Inc., 605 Third Ave., New York, N. Y., 10016. 190 pp. \$5.95. 1967. A timely, overall picture of school food service, what it is and what it can be. Includes a complete report of the recently completed Battelle study on centralized kitchen organization.

Cullum, Albert. *Push Back the Desks*. Citation Press, 50 W. 44th St., New York, N. Y., 10036. 223 pp. \$2.00. 1967. How does the atmosphere for learning rate in your elementary school? In this fascinating book, the author describes more than two dozen "happenings" which create a dynamic atmosphere for learning and emphasize the importance of using creativity in the teaching and learning process.

Dale, Edgar. *Can You Give the Public What It Wants?* Cowles Education Corp., 488 Madison Ave., New York, N. Y., 10022. 220 pp. \$5.95. 1967. One of education's greatest needs—effective communications—is given analytical treatment in this imaginatively and skillfully written volume.

Goldhammer, Keith and others. *Issues and Problems in Contemporary Educational Administration*. Center for the Advanced Study of Educational Administration, University of Oregon, Eugene, Oregon, 94703. 177 pp. \$2.00. 1967. Suggestions for administrative services which should be provided to reinforce the rapidly changing role of the superintendent.

Justus, John E. "PERT, What Is It? How Do You Use It? How Does It Work?" in *School Management* 11:24-29, December 1967. Successful use of this management technique as well as a doctoral dissertation on the subject places the author in a highly authoritative position to present "a potential gold mine for use in school administration." PERT stands for "program evaluation review technique" and the author is Educational Consultant, Division of School Planning, North Carolina Department of Public Instruction.

Kohl, Herbert R. *Teaching the "Unteachable."* New York Review of Books, Dept. NYR-100, 250 W. 57th St., New York, N. Y., 10019. 64 pp. \$1.00. 1967. An unforgettable lesson in communication that will contribute to the spirit and content of teaching in all schools.

Morphet, Edgar L. and Ryan, Charles O., eds. *Planning and Effecting Needed Changes in Education*; Designing Education for the Future Series, No. 3. Citation Press, 904 Sylvan Ave., Englewood Cliffs, N. Y., 07632. 217 pp. \$2.00. 1967. This third report of the exciting and significant eight-state project presents papers by experts who have examined strategies and procedures for implementing changes in individual schools, school systems, and state educational agencies.

Research in Education. November 1966-. Superintendent of Documents, Government Printing Office, Washington, D. C., 20402. Subscription \$11.00 a year for 12 issues. Coping with the "need to know" becomes effortless as this comprehensive monthly abstract journal keeps you abreast of current as well as completed research materials collected by the decentralized ERIC Clearinghouses of the Educational Resources Information Center (ERIC), U. S. Office of Education.

Robertson, Van H. *Guidelines for the Seventies*. American Technical Society, 848 E. 58th St., Chicago, Ill., 60637. 126 pp. \$3.00. 1967. To meet the needs of those involved in trade and industrial education, this volume has been developed as the 1967 yearbook of the Trade and Industrial Division of AVA. It represents some of the current thinking and activities in the field.

Rowland, Howard S. and Wing, Richard L. *Federal Aid for Schools, 1967-68 Guide*; The Complete Handbook for the Local School District. Macmillan Co., 866 Third Ave., New York, N. Y., 10022. 396 pp. \$15.00. 1967. A practical aid, carefully compiled to give comprehensive information on federal aid available, obtaining aid, and writing proposals.

Dubious Schools Lure Graduates in Spring

There are too many alleged "schools," offering to prepare the high school graduate for a variety of highly-paid jobs, according to Nile F. Hunt, director of the Division of General Education. If the self-styled "schools" can secure a list of high school graduates, they often resort to direct-by-mail advertising, he pointed out, and some of them bolster this with advertising in other media.

"Spring seems to bring out a plethora of them," he observed, suggesting that teachers, counselors, and administrators might be on the look-out for these and similar gimmicks. Somewhat harder to stop are the advertisements of courses of instruction which in reality are nothing more than a set of books of doubtful quality and value, and the advertisements of schools which purport to give the student the equivalent of a high school education. Teachers can be of great help in weeding out these dubious schools and book peddlers.

Young people should be encouraged to explore first the programs afforded by junior and community colleges, technical institutes, and other continuing education opportunities. These will be of less cost and of superior quality in most instances, Hunt said.

Three North Carolina school systems were recognized in the 27th Westinghouse Science Talent Search, as administered by the Science Service of Washington, D.C. Receiving honorable mention were Roy Mitchell Arrowwood, Jr., of the Northern High School; Andrea Meryl Archie and Phillis Kay Holhouser of East Rowan High School.

D. Gene Whittington, architect for the Fred L. Wilson Elementary School nearing completion in Kanapolis, prepared an attractive photographic story of the school for the national convention of school superintendents in Atlantic City February 17-25.

J. B. Harris to Join Teacher Education Division

James Braxton Harris will join the State Department of Public Instruction in June. Dean of Brevard College for three years, Harris has also been a professor and assistant registrar at Appalachian University. He received his A.B. from Lenoir Rhyne College, his M.A. from Appalachian University, and his Ed. D. from Indiana University.

Dr. Harris, 38, will serve as supervisor in teacher education and as assistant director of the Division of Teacher Education, according to Dr. J. P. Freeman, director of the division. He will assist in giving leadership at the State level to the Approved Program Approach which evaluates achievements and sets institutional goals for advancing the quality of teacher education.

He is a native of Reidsville and attended the public schools of Walnut Cove. He has a wife and five children.

Staffer Writes on PERT in 'School Management'

An article by Dr. John E. Justus, educational consultant in the Division of School Planning, relating to PERT, a management technique, was featured in the December issue of *School Management*. In this six-page article, emphasis is placed on efficiency in planning and executing any educational project which must achieve certain objectives within a specific amount of time.

The author points out that PERT was first developed by the Navy and subsequently has been widely adopted by business and other governmental agencies. "Its application potential is enormous," he asserts. However, "a project must have definite starting and ending points," he warns, and must be "sufficiently complex to warrant the considerable time needed" to plan using PERT.

PERT, the editors summarize, "is a potential gold-mine for use in school administration."

State School Board Workshops Rescheduled

Three regional workshops of the North Carolina State School Boards Association, which were snowed out in January, will be held next month, in Boone, Greensboro, and Greenville on April 9, April 24, and April 25, respectively.

The first meeting, held on January 8 in Cullowhee was well attended, and the three meetings to follow also will deal with the problems of city and county boards of education. Both new and veteran board members attended the first seminar and were informed by various speakers that they should be keen of mind, big of heart, tough of skin, and small of mouth. A 10-year veteran of school board service in Henderson County, Mrs. J. O. Bell, of Hendersonville, advised new members that "One of the most important things you will need is the ability to keep your mouth shut."

Dr. Guy Burchfield, WCU director of public relations, told the seminar group that "at no time have we had more need of men and women of integrity and courage to serve on boards of education."

N. C. Arts School Schedules Italy Session

Approximately 100 students from throughout the United States will attend the second summer session of the North Carolina School of the Arts in Siena, Italy, June 7 to July 27.

Cost for the entire seven weeks is \$680. The Italian government and the Monte dei Paschi Bank will pick up the tab for the difference in actual costs, as they did at the first session last summer. Regular summer sessions will be held in Winston-Salem again this summer.

LOOKING BACK

In March issues of the
North Carolina Public School Bulletin

Five Years Ago, 1963

The State's public school teachers this year will earn an average annual salary of \$4,975, or \$98 more than last school year.

Ten Years Ago, 1958

There will still be a need at the end of this year for 2,320 instructional rooms throughout the State, according to a recent survey made by the State Department of Public Instruction. . . .

Fifteen Years Ago, 1953

Only milk that meets the State butter fat content of 3.25 per cent is reimbursable under the State's School Lunch Program.

Twenty Years Ago, 1948

Business education is taught in 386 public high schools of the State, a recent survey shows.

The average cost of instructing a child attending the elementary schools of this State was \$51.56 in 1945-46. This was more than three times the cost in 1933-34. . . .

Twenty-five Years Ago, 1943

Publication No. 235, *A Suggested Twelfth Year for the North Carolina Public Schools*, has been printed and distributed to county and city superintendents for the use of teachers and principals.

Thirty-seven schools are participating in building model planes for the Army and Navy.



PUBLIC SCHOOL

BULLETIN

RALEIGH, N. C.

VOL. XXXII, No. 8

APRIL, 1968



Dr. Perry Kelly, State supervisor of art education and chairman of the National Scholastic Art Awards competition for the Greensboro area, looks over some of the acrylic paintings submitted by high school students. See related story on page 6.

'Learning Summer' Being Planned

Various divisions and sections of the Department are planning conferences and workshops for this spring and summer, most of them aimed at assisting teachers and/or supervisors throughout the public schools of the State. Those "firmed up" by press time are briefly discussed here and a calendar giving dates and places is on page 10.

General Education

Summer events being planned by the Division of General Education include two workshops sponsored by the Early Childhood Education Section—one at East Carolina University and another at Western Carolina University. Both are funded by the National Education Foundation, Atlanta, Ga. The English Section plans two workshops, both to be at UNC-Chapel Hill. A week-long event, centered around the teaching of reading, will be

taught by Dr. Donald Lashinger, New York State University. Dr. Paul Bowdre, West Georgia State College, will teach a workshop on "Transformational Grammar" for English teachers and supervisors.

The Health and Physical Education Section will conduct an advance mail registration for a late April conference allowing teachers to indicate their preference with regard to discussion groups. Dr. Neil Rosser will be one of the principal speakers.

Mrs. Yvonne Vukovik, a native of Paris and a former language consultant with the Department, will teach an NDEA-financed workshop for French teachers, grades 7-12, at Appalachian State University. The Foreign Languages Section will also sponsor a summer workshop for teachers of French at Methodist College in Fayetteville.

Gaston is Merged Into Single Unit

Gaston County citizens late in February voted to merge three school administrative units into one, thereby reducing the number of public school systems in the State to 158. Also approved were a \$20 million bond issue for school construction and a countywide supplementary tax (previously in force only in the Gastonia City system) of 50 cents per \$100 valuation.

The merger makes the Gaston County system the fifth largest in the State. It became effective on February 26, six days after the voters spoke. An interim board of education is made up of six members from the former county board, four from the former Gastonia board, and two from the former Cherryville board. Pat McSwain has been named chairman. A permanent county board of education will be elected in November.

William H. (Bill) Brown, 44, former superintendent of the Gastonia schools, has been named superintendent of the merged system. Sam Rhyne, former assistant superintendent of the Gaston County schools, was named associate superintendent. Both appointments are effective through June 30, 1969.

Hunter Huss, who was superintendent of the old Gaston County system, will serve the merged system as an assistant superintendent as will Jasper L. Lewis, former superintendent at Cherryville; G. Harold Miller, former director of instruction at Gastonia; Irie Leonard, former assistant superintendent at Gastonia; and Robert P. Falls, former assistant superintendent of Gaston County.

It will be taught by Nicholas Hall, a teacher in the Army's Foreign Languages School at Fort Bragg. Only 24 teachers can be accepted.

Four seminars are being planned by the music staff of the Division

(Continued on page 10)

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

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EDPRESS

VOL. XXXII, NO. 8 April, 1968

Official publication issued monthly except June, July and August by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh, N. C. 27602

Industry now takes a long look at the local school system before it moves in. If the schools don't come up to par, they look elsewhere for a plant site.—Sam Lambert, Executive Secretary, NEA.

It is just as easy for schools to destroy children's self-respect in non-graded classes as in ability-grouped classes. In both instances low-achieving students are told that they are stupid.—Dr. Arthur Pearl, University of Oregon.

The albatross has been put around our necks. Educators have been cast in an unfamiliar role. We've got to make public policy, not just follow it.—Dr. Alexander Plante, Connecticut State Education Department.

The changes we see down the road of educational improvement are as much an indication that we have picked the right route, as they are signs that we are looking for a way out of some of the problems of contemporary American education.—Dr. Francis A. J. Ianni, Columbia University.

Press Time News Briefs...

The Higher Education Act (Public Law 89-752) has been amended to provide an extension of the cancellation benefit for borrowers under the National Defense Student Loan Program. The amendment offers some special benefits for borrowers who teach handicapped children. Now, 15 percent of the loan is cancelled for each year of service as a full-time teacher of handicapped children in a public or other nonprofit school. The rate of cancellation was formerly 10 percent.

It is the responsibility of the teacher to file a "Request for Partial Cancellation of Loan" form with the lending institution, and the nature of the duties performed by the teacher must be certified by an authorized school official. The teacher may serve in the classroom, in home-bound programs, or in institutions if the education meets the criteria for elementary or secondary education as determined by the State.

The February issue of *Student Life Highlights* warns students and schools to beware of offers of "five cents per name and address of graduating seniors." The buyers then sell the names for about \$2 each for a variety of mailing lists, according to the newspaper. Terming such sales "questionable practice," the article suggested that those in authority have a "clear understanding of the far-reaching effects of permitting students' names to leave our control to be hawked on the market like so many units of corn plaster."

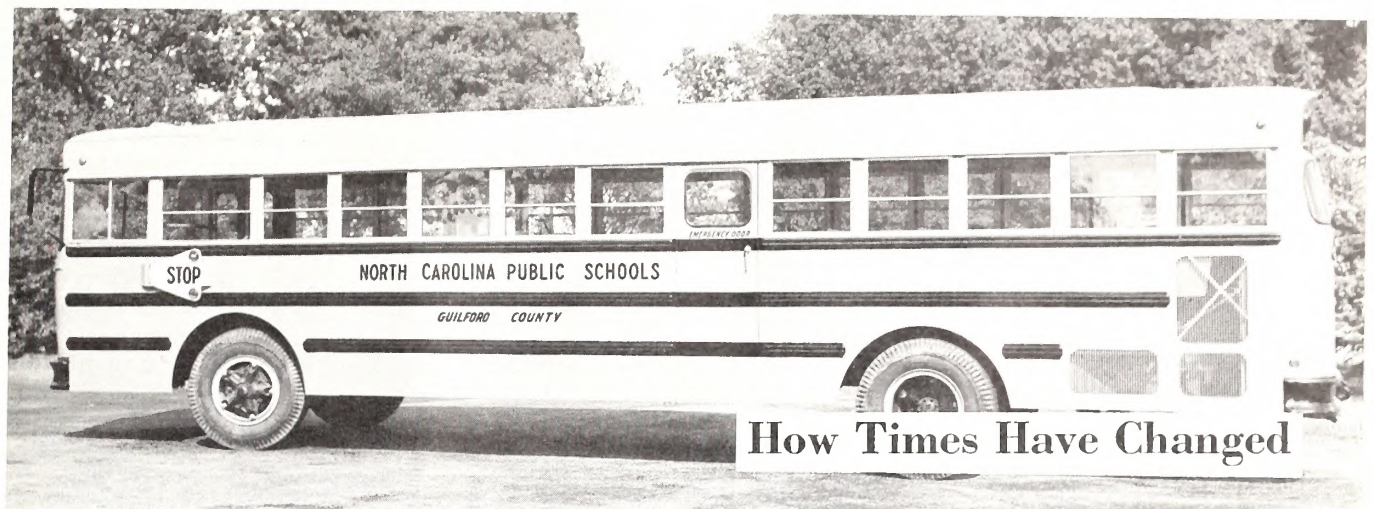
The paper urged local control be exerted over the situation by informing all persons in a position to accede to such requests to sell names that "it isn't being done," that all student records be kept under maximum security, the distribution of student directories not be allowed, and a policy of "no exceptions" be adopted. On the positive side, the article suggested that authorities promote and support the work of guidance counselors and that students be encouraged to seek their advice **before** signing on the dotted line.

Some 8,000 school leaders at the Atlantic City convention of the National Association of Secondary-School Principals concluded that the principal's powers are being bargained away by school boards as the boards agree to teachers' demands for a greater say in running the schools; the principal seldom has any part in negotiations. Various speakers said principals understand better the real workaday effect of today's problems; they are the ones who live with an agreement and make it work—they must demand to be active participants in negotiations.

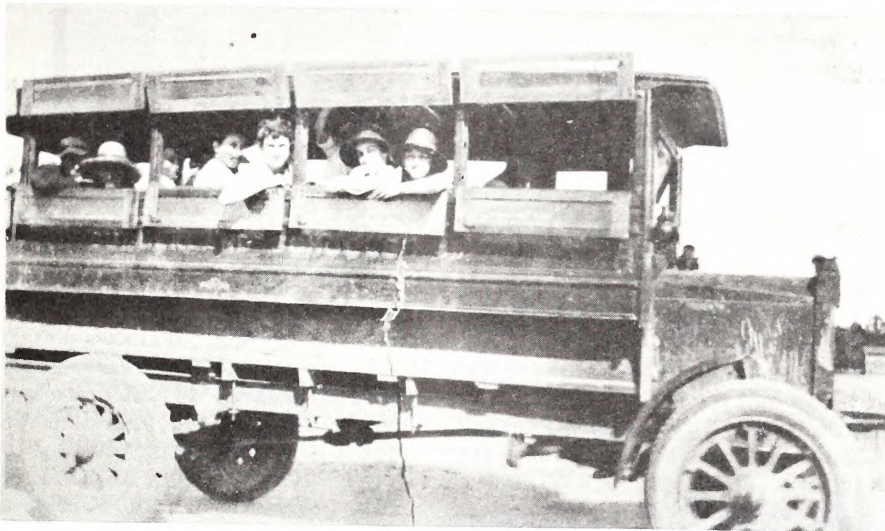
John A. Stanavage, principal at Shaker Heights, Ohio, said principals must become instructional leaders or they will "fossilize into ineffectuality." He urged some duties be delegated to others to keep the principal from becoming nothing more than an office boy—"the man in charge of keys, custodians, and kids in trouble." NEA President Braulio Alonso said the "new" principal must be a curriculum innovator, expeditor, moral builder, facilitator, delegator, and organizer.

Strikes, negotiations, sanctions, and teacher militancy appeared to be the dominating issues at the annual meeting of the American Association of School Administrators in Atlantic City. One resolution adopted urged "state legislatures to declare strikes illegal. Where strikes by school employees are illegal at the present time, we recommend that such penalties be imposed upon striking organizations and their leaders as will prevent strikes in the future. . . . We believe negotiations in good faith should preclude all reasons for a work stoppage. . . ."

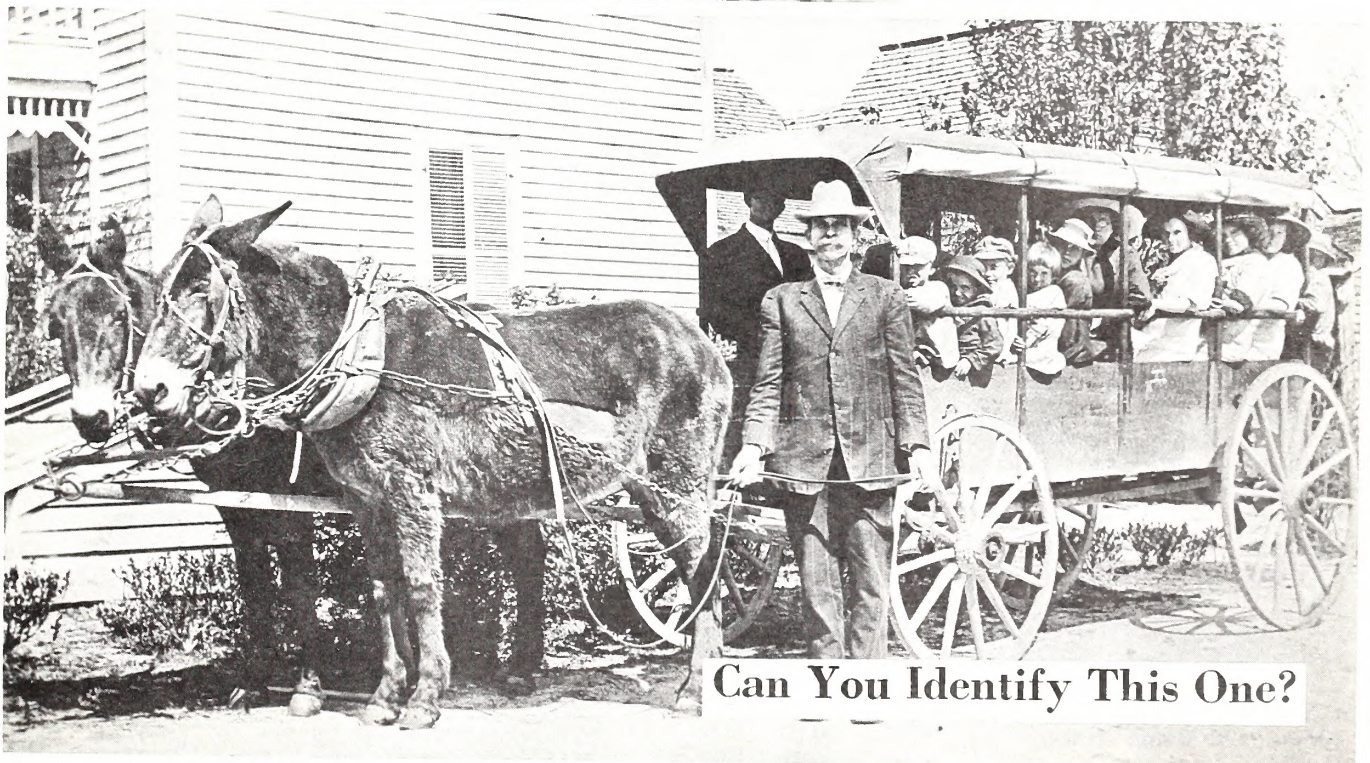
AASA also voted to: (1) urge the Federal government to finance "totally" a minimum foundation of education "for every child attending public school," (2) push for coordination of Federal categorical aid to avoid duplication, (3) support the formation of a separate Department of Education and Manpower headed by a secretary with full Cabinet status, and (4) recommend that Federal appropriations be made to cover a three-year period and be made consistent with the budget timetable of local districts.



How Times Have Changed



At top is one of the new school buses often seen on today's highways transporting students to and from Tar Heel schools. This one is owned by the Guilford County system. The school bus shown in the center picture was among the early motorized ones used in North Carolina. This particular bus was owned by the schools of Cumberland County and the picture was taken in 1918. The picture below is typical of many wagon-type vehicles used to transport school children in North Carolina before the days of the motor vehicle. It was found among some old files of the late C. C. Brown who served as director of the Division of Transportation for the State Board of Education from 1941 until his death last June 30.



Can You Identify This One?

Home-Built Radio Station Becomes EFFECTIVE INSTRUCTIONAL TOOL

By Bess Davenport Thompson

Two teachers are credited with building a radio station in Robbinsville High School—the first school in the State to own and operate a radio station and the first radio station located in Graham County.

Old-timers claim that the young men and the school are only living up to their mountain heritage of "make do" but of the two young men in question, only one—Walter Denton, 27—is a graduate of Robbinsville High School. He now serves the school as an electronics instructor. The other, Henry W. Lamb, Jr., is a native of Durham and a graduate of a Florida college. However, he has attended nearby Western Carolina University at Cullowhee. Lamb is a music-band-speech teacher at Robbinsville.

The radio station started out as a pipe-dream of the two young instructors, a pipe-dream which they turned into a reality when they were given the go-ahead and \$2,000 by Superintendent Kenneth Barker and the Graham County Board of Education. Approximately 20 percent of the junior class volunteered to help with the project.

Having opened the first school radio station in the State, the operators are tremendously impressed with its potential.

"After witnessing at first hand the dynamic motivating force of WRHS, we welcome every opportunity to make people aware of the potential educational value of radio in the public schools," observed Denton. He believes that neither educators nor the general public are aware of the opportunities that radio offers as an educational tool.

Accepting only a small number of the volunteers, Lamb and the students began remodeling a "junk room" at the school while Denton (often referred to as an electronics wizard) designed consoles and other equipment. Denton began gathering material from surplus depots, discarded television sets, and wherever he could find it. Assisting him as engineer-trainees were students Ray Vaughn, Steve McKeldrey, Ronnie Carpenter, Ray Adams, and Ralph Stiles.

As soon as a record-playing console was completed, practice by the broadcasting staff began under the tutelage of Professor Lamb. The staff included students Cynthia Grindstaff, who serves as student program director; Gary Hyde, news and sports director; Irene Orr, in charge of records and personnel; and James Eller, Terry Ditmore, and James Hall, announcers.

Station WRHS made its debut last August 31 when it went on the air from noon until 7 p.m. As it went off the air at the end of that first day, no one in Graham County doubted that it was a professional success. The broadcasting schedule now is comprised of three hours during each school day, three hours daily after school, and all day on Saturday.

The station was greeted with appreciation by other teachers in the school and it receives their full cooperation. During school hours educational programs are broadcast. "We plan the programs to coincide with whatever the teachers are working on," Lamb said. "The teachers have been helpful in developing student programs. With the students involved and motivated, better English usage is in evidence

all around Robbinsville High School."

A five-minute newscast at the beginning of each class period is now being planned. The eighth grade science class has secured a barometer and all the other paraphernalia necessary to prepare a daily weather map for the station's weather forecasts.

Operating on 540 kilocycles, the station has a broadcast range of two and a half miles through the main transmitter. An auxiliary, or "satellite," transmitter is located two miles south of the station on the fringe of the reception area. This extends the coverage five miles further south down Long Creek valley. A second satellite transmitter has been installed to cover a "dead spot" in Robbinsville itself. The broadcasts are made over existing power lines.

"With this network of satellite transmitters, we are able to reach the majority of the county's population," Denton said. "The satellites make it possible to unify student-parent involvement and thus increase the motivating ability of WRHS. This network also enables us to provide local radio service to the community and, with our edu-



At the mike in the broadcasting studio is Cynthia Grindstaff; at the controls is James Eller. Both these students plan to make a career in radio.



Four important figures in the development of the Robbinsville High School radio station were left to right, School Principal Modeal Walsh, Superintendent Kenneth Barker; Electronics Instructor Walter Dent, and Music-Band-Speech Instructor Henry W. Lamb, Jr.

educational broadcasts, increase the cultural and educational exposure of the population."

The station will accept no advertising. It has had the aid and advice of the North Carolina Chapter of the National Association of Broadcasters, the Federal Communications Commission, the North Carolina Speech Association, and other professionals.

People within and outside the State are watching the station with interest. Compared to television, radio is comparatively cheap to set up and to maintain. By March 1 the station had received 31 requests for information from other high schools and three such requests from colleges.

Lamb is serving as station manager and Denton as chief engineer. A radio station in adjoining Bryson City has offered to hire anyone trained and recommended by WRHS. Cynthia Grindstaff already has secured employment for next summer in a Charlotte radio station. Two students on the station's staff plan to attend the two-week workshop and institute on radio and television at UNC-Chapel Hill this summer. The original student staff of eight has increased gradually to a staff of 14.

The school has recently received

an \$8,000 grant under ESEA Title II. Portions of the grant will be spent to lease an electric printer for a year from United Press International and to expand the school's educational recording li-

brary. Acquiring the wire-service printer will enable students to build a permanent reference file on local history which will be available for educational broadcasts and other student research projects.



Shown with Cynthia and James in the control room are four other students planning careers in radio. They are, left to right Garry Hyde, Irene Orr, Terry Ditmore, and James Hall.

Quality Art Exhibits Results From Area Art Competitions

Over 500 high school students received awards in two 1968 regional art competitions held in Greensboro and Charlotte during February. The competition for National Scholastic Art Awards was sponsored in Greensboro by Television Station WFMY, and the contest in Charlotte was sponsored by the North Carolina National Bank of that city and by the *Charlotte Observer*. Serving as chairmen of the two regionals were Dr. Perry Kelly, supervisor of art education for the State Department of Public Instruction, and Mrs. Elizabeth Mack, director of visual arts for the Charlotte-Mecklenburg schools.

Twelve judges for the two regionals were invited from public schools, colleges, and professional groups throughout the southeast. They viewed over 6,000 works of art in order to select 10 top Hallmark Award winners, 200 Gold Key winners, and several hundred merit certificate awards.

Top Winners

All Hallmark winners in the Greensboro show were from Needham Broughton High School in Raleigh. As announced by Dr. Kelly, they were Bruce Park, Matthew Rudisill, and Marshall Wyatt. The Charlotte area Hallmark winners were from schools in that administrative unit: Beverly Campbell, Independence High; Martha Pennigar and Margaret Pierce, Myers Park High; and Gary Hixson and Marsha Lowrance, Garinger High School. Marion Wood, of Shelby High School, won the Southern Piedmont award. All of the Hallmark and the 200 Golden Key winning pieces were sent to New York for national competition.

The judges were impressed with the quality of painting in acrylics, the quality and quantity of crafts, and the quality of work in graphics. There were several awards for ceramics, jewelry, batiks, and fabrics.

Quality Entries

In each competition the art was viewed by parents, students, and school personnel prior to the award presentations. A color slide of the student's art was projected on a screen as each award was announced. Dr. Kelly says that nowhere else in the southeast can one view such an extensive exhibit of quality junior-senior high school art. He suggested that artists and educators visit the exhibits in Weather-spoon Gallery and Elliott Hall on the campus of UNC-Greensboro and in the North Carolina Bank and the Charlottetown Mall in Charlotte.

Dr. Kelly commended the Scholastic Arts Awards Program, conducted each year by *Scholastic Magazine* in cooperation with local sponsors. Its purposes are to encourage student work in the visual arts, to promote art education, and to recognize artistic talent through national and local awards.

Arts and Humanities Act

Almost three times as much money has been expended in North Carolina, under provisions of the Arts and Humanities Act of 1965, on the arts as on the study of the humanities.

The Federal act made available to the State, to be matched by State or local funds, \$15,000 per year. In 1965-66, the first year funds were available, only five school systems participated, spending \$27,847 in local and Federal funds on the arts, and \$2,694 on the humanities. During the 1966-67 school year, 11 systems participated, spending \$15,914 on the arts and bringing the total for the arts for the two years to \$43,761. Programs in the humanities received \$12,188, bringing that total for the two-year period to \$14,882.

According to J. L. Cashwell, assistant director of the Division of General Education, the \$15,000 from the Federal Government has been disbursed this year by the State Department of Public Instruction and is being used by nine school administrative units: Wayne, Haywood, and Alleghany Counties; Kings Mountain, Kinston, High Point, Greensboro, Asheboro, and Madison-Mayodan city units.

Administrative framework stipulated in the act closely follows the Federal, State, and local partnership prescribed for Title III of NDEA (See February 1968 *State School Facts*). It also provides for minor remodeling of facilities to permit effective use of equipment in conjunction with such programs.

Screening in Progress for School

Robert R. Jones, State supervisor of Mathematics, has again been named principal of the Governor's School of North Carolina. This is the second summer that he has acted as principal and general manager of the school. This will be the sixth summer the school has been held on the Salem College campus.

According to C. Douglas Carter, superintendent of the school, more than 3,000 student nominations were received from local schools—1,056 for the performing arts areas and 2,000 for the academic areas. A screening committee is selecting 270 to participate in the academic program and approximately 130 in the performing arts program.

UNC at Greensboro, through its Education Department, is sponsoring again this summer, July 15-26, a 10-day institute aimed at world understanding. Focus this summer will be on the Far East, including Japan, China, Korea, Vietnam, Thailand, Laos, Cambodia, Malaysia, Indonesia, and the Philippines. Two semester hours of graduate credit may be earned. Further information may be secured by writing the Director, Institute of Education in the Far East, UNC-Greensboro 27412.

In-Service Education Report

A total of 11,306 teachers in 149 school administrative units participated in the Program for the Professional Improvement of Teachers during the past scholastic year, an increase of 48 percent as compared to the participation during 1965-66, according to Dr. James Valsame, State supervisor of in-service education.

The program was established by an initial appropriation of funds in 1961 with two major objectives—upgrade and update the subject matter knowledge of teachers and broaden the cultural background of teachers. It functions through the Special In-Service Teacher Education Program, providing for in-service courses organized by local administrative units; the Summer and Area Institute Programs, providing for in-service courses conducted by institutions of higher learning; and the Special In-Service Television Program, providing for in-service courses offered by the State Department of Public Instruction via the State educational television network.

Local Classes

A total of 57 local in-service classes were financed with State funds, Dr. Valsame reported, with 1,429 teachers completing the courses. There were 365 classes with 9,265 completions financed with matching NDEA funds. Of this number, 73 classes with 1,966 completions were conducted under the Special In-Service Teacher Education Program while 292 classes involving 7,299 completions were conducted through the Special In-Service Television Program.

Dr. Valsame reported that mathematics was the principal subject area studied, and that about 85 percent of the teachers completed programs in either mathematics or English. Cost per contact hour of instruction, since the programs were inaugurated in 1961, has been 76 cents through the Special In-Service Teacher Education Program, 68 cents through the Summer and Area Institute Program, and 51 cents through the Special In-Service Television Program.

Much Interest

He attributed the healthy increase in participation to two facts: NDEA matching funds were available at the beginning of the year, thus making advanced planning possible; two high quality courses were offered through the Special In-Service Television Program (mathematics and English) in which there was much interest on the part of both teachers and administrators.

Summer and area institutes were conducted at 11 colleges last summer, according to Dr. Valsame. Some of the programs provided regular tuition free academic courses, such as those offered at Atlantic Christian, St. Andrews' Presbyterian, UNC-Chapel Hill, UNC-Charlotte, and Wake Forest University.

An institute in earth sciences was conducted at A & T University, designed primarily for eighth grade teachers; another was offered in two loca-

tions on "Constitutional Democracy and Totalitarianism." The latter was jointly sponsored by Appalachian State University and the North Carolina Council on National Purposes.

Davidson College offered 15 courses in the liberal arts field, Duke University offered a workshop for elementary teachers in the "New Mathematics," and East Carolina offered five institutes, ranging from two to five weeks in length, and having as their subjects: "Constitutional Democracy and Totalitarianism," "Asian Studies," "Juvenile Delinquency in Modern Society," "Contemporary Social Problems," and "Inter-group Relations." The Department of Classics at ECU also conducted an institute primarily for Latin teachers.

The Art Department at UNC-Greensboro held two highly successful workshops, according to Dr. Valsame, while Wake Forest University, in conjunction with the Old Salem Department of Interpretation, staged a nine-week course for teachers of American history. A special workshop in French was conducted by Western Carolina University, and a workshop for English and drama teachers was offered at the Flatrock Playhouse at Hendersonville.

Via Correspondence

In addition to these programs, other opportunities were made available through correspondence work and through area institutes conducted during the academic school year. Academic correspondence work was made available through the Bureau of Correspondence Instruction at UNC-Chapel Hill and the Division of Continuing Education, NCSU.

An area institute program, providing selected academic courses for commuting teachers, was conducted at Appalachian State University. College credit courses in history, offered by UNC-Greensboro via WUNC-TV, were also made available to teachers.

The third annual institutes on Continuous Progress and Cooperative Teaching will be offered by UNC-Greensboro this summer, starting July 15 and July 22. Focus will be on elementary, middle, and junior high school organization using such alternatives as nongrading, multigrading, and team teaching. Emphasis will be placed on upgrading science and social studies curriculum.

North Carolina student-learners earned \$484,000 in December under the 149 Industrial Cooperative Training programs sponsored by the State Department of Public Instruction. The total number of hours worked under the ICT programs were 343,937 for an hourly wage of \$1.41. Charles D. Bates, State supervisor of trade and industrial education, said these classes are designed to provide a marketable skill for the graduate. Local industries cooperate in the program, providing work experience and paying the student-learners who are supervised by their T and I teacher.

STATE SCHOOL FACTS

APRIL, 1968

Federal Per-Pupil Expenditure in State Increases From 8 to Over 15 Per Cent

EXPENDITURES FOR CURRENT EXPENSE, 1966-67

Unit Name	ADA	Expenditures	Per Pupil Expenditure, by Source			Percent of Total		
			Total	State	Federal	Local	State	Federal
Alamance	11894	4,656,485.14	296.39	40.56	54.55	391.50	75.7	10.4
Burlington	9203	3,576,917.90	277.21	32.63	77.83	388.67	71.3	8.7
Alexander	3783	1,288,620.73	292.56	28.00	27.05	340.91	83.9	6.5
Allegany	1611	1,794,858.50	340.32	88.82	44.41	468.53	72.6	17.9
Anson	3322	1,741,010.90	327.22	140.81	56.96	524.09	62.4	33.8
Morven	855	435,791.69	302.62	172.14	34.93	509.69	59.4	33.8
Wadesboro	2132	944,786.04	297.14	95.61	50.40	443.15	67.1	21.6
Ashe	4449	1,977,000.90	310.45	93.48	26.95	430.58	72.0	21.7
Avery	2680	1,279,221.37	326.00	122.34	28.98	477.32	68.3	25.6
Beaufort	4968	2,351,506.40	319.46	96.94	62.95	479.35	66.7	20.2
Washington	4176	1,855,616.90	278.54	90.94	74.88	444.36	62.7	20.5
Bertie	6269	2,768,823.51	304.36	94.84	42.47	441.67	68.9	21.5
Bladen	7511	3,428,575.97	292.28	120.80	43.39	456.47	64.0	26.5
Brunswick	5329	2,161,627.10	297.37	67.85	40.41	405.63	73.3	16.7
Buncombe	19181	7,292,605.28	290.09	47.82	42.67	380.18	76.3	12.5
Asheville	8785	3,866,852.21	303.82	47.87	88.46	440.15	69.0	10.9
Burke	8061	3,131,545.49	288.48	44.21	55.79	388.48	74.2	11.4
Glen Alpine	1501	563,274.53	262.21	56.90	56.14	375.25	69.9	15.1
Morganton	2247	933,082.62	286.04	51.63	81.18	418.85	68.3	12.3
Cabarrus	7285	2,958,631.80	305.27	49.45	51.39	406.11	75.2	12.2
Concord	3912	1,511,571.74	280.40	55.06	50.92	386.38	72.6	14.2
Kannapolis	5745	2,095,754.32	280.35	49.39	39.05	364.79	76.9	12.4
Caldwell	10700	3,677,387.25	282.77	13.19	41.70	343.66	82.3	5.6
Lenoir	2114	967,381.34	306.44	49.43	101.72	457.59	67.0	10.8
Camden	1311	619,155.47	329.56	90.83	31.19	451.58	73.0	20.1
Cartersville	6573	2,808,963.86	286.50	95.14	45.89	427.33	67.0	23.5
Catawba	4919	2,242,114.49	303.20	106.33	43.29	453.02	66.9	22.3
Hickory	9248	3,211,192.73	280.61	33.60	33.01	347.22	80.8	9.7
Rocky	6699	2,578,201.84	283.79	27.01	74.05	384.85	73.7	7.0
Newton	2919	1,092,116.96	282.64	39.31	52.17	374.12	75.5	10.6
Chatham	6673	2,819,765.96	305.46	59.42	57.67	422.55	72.3	14.1
Cherokee	1224	653,040.85	365.85	123.05	44.62	533.52	68.6	23.1
Andrews	1124	452,967.28	279.76	87.46	35.77	402.99	69.4	21.7
Murphy	1280	579,591.30	285.54	129.82	37.43	452.79	63.1	28.7
Chowan	7770	387,118.46	338.92	77.94	85.87	502.73	67.4	15.5
Edenton	2236	990,284.62	276.30	86.98	79.59	442.87	68.0	19.6
Clay	1148	545,667.11	323.09	110.07	42.14	475.30	68.4	23.2
Cleveland	7629	3,337,351.71	319.25	77.67	40.52	437.44	73.0	17.8
Kings Mountain	3819	1,597,589.28	288.53	47.40	64.06	399.99	72.1	11.9
Shelby	4658	2,169,007.05	305.45	62.35	97.84	465.64	65.6	13.4
Columbus	9882	4,393,088.94	306.44	83.38	44.71	444.53	68.9	21.0
Whiteville	3088	1,357,796.98	296.51	78.15	51.48	426.74	69.3	18.5
Craven	8122	3,677,203.98	289.93	138.58	23.23	452.74	64.0	30.8
New Bern	3418	2,467,356.09	277.26	50.53	67.63	395.42	70.1	12.8
Cumberland	26056	9,740,231.83	259.41	92.06	22.34	373.81	69.4	24.6
Fayetteville	12076	5,136,351.87	274.95	96.60	53.77	425.32	64.6	22.7
Currituck	1455	679,974.82	307.34	57.09	102.89	467.32	65.8	12.2
Dare	1293	578,384.98	306.91	53.79	86.61	447.31	68.6	12.0
Davidson	11990	4,042,154.66	275.69	32.28	29.15	337.12	81.8	9.6
Lexington	4784	1,969,596.98	295.67	43.65	72.36	411.68	71.8	10.6
Thomasville	3698	1,411,487.25	278.21	36.89	66.57	381.67	72.9	9.7
Davie	3889	1,535,938.07	297.88	44.76	52.29	394.93	75.4	11.3
Durham	9899	4,869,075.93	303.68	158.67	29.51	491.86	61.7	32.3
Durham	11866	4,874,875.01	281.97	41.36	87.48	410.81	68.6	10.1
Edgemont	13407	6,603,524.63	300.44	58.69	133.40	492.53	61.0	21.3
Durham	7251	3,147,609.17	295.40	107.87	30.81	434.08	68.1	24.9
Tarboro	3627	1,427,137.08	280.60	65.07	47.79	393.46	71.3	16.5
Forsyth	44979	20,288,218.83	284.77	30.85	134.98	450.60	63.2	6.8
Franklin	5275	2,296,646.72	311.94	88.54	34.89	435.37	71.6	20.3
Franklin	1313	495,447.12	291.50	54.51	31.31	327.39	77.9	14.4

North Carolina is catching up, even though slowly, with the nation in its public school expenditure per child in average daily attendance, according to a review of the 1966-67 school year just completed by Statistical Services of the State Department of Public Instruction.

The increase in North Carolina public schools was from \$368.79 for the 1965-66 school year to \$426.29 for the past school year, or an increase of \$57.50, while the increase for the nation as a whole was \$54. These figures were published by the U. S. Office of Education following a survey conducted with the aid of state departments of public education. Figures for the nation were given as \$623 for 1966-67 as compared with \$569 per pupil for the 1965-66 school year.

Federal Share

Federal spending in North Carolina public schools showed a sharp increase—from an even 8% for 1965-66 to 15.4% for 1966-67. The percentage of State and local participation in the amounts spent per pupil in average daily attendance showed a proportionate decline. Fifty-nine of the 169 school administrative units showed less than 10% local participation in the funds expended.

W. W. Peek, director of Statistical Services, warned against placing too much emphasis on the per pupil expenditure, observing that this is not always a reliable indicator of relative quality since so many variable factors enter into this figure.

"The total 1966-67 expenditure for current operating expenses of the public school system in North Carolina was \$471,860,768.77," he stated. "Of this amount, a total of \$323,409,252.84 or 68.5% was provided by the State, \$72,680,280.03 or 15.4% came from Federal sources, and the remaining \$75,771,235.90 or 16.1% was provided from local sources. Expenditure per pupil in average daily attendance was \$292.18 from State funds, \$65.66 from Federal funds, and \$68.45 from local funds, giving a total per pupil expenditure from all sources of \$426.29."

Considerable disparity exists among the various units in the matter of local financial support, Peek pointed out. Total expenditures ranged from a high of 34.7% to a low of 4.6%. However, eight units had more than 25% of their expenditures from local funds. The eight thus reporting were: Mecklenburg-Charlotte, 34.7%; Greensboro, 32.4%; Forsyth, 30.0%; High Point and Hendersonville, 29.9% each; Durham City, 27.1%; Roanoke Rapids, 25.9%; and Raleigh, 25.5%. Rounding out the first 10 were Chapel Hill with 24.6% and Southern Pines with 24.4%.

In percent of total, Federal funds ranged from a high of 33.8% in Morven City schools to a low of 4.8% in Iredell schools. Eighteen units listed expenditure from Federal sources of 25% or more. They were: Morven, Duplin, Craven, Graham, Maxton, Vance, Anson, Johnston, Murphy, Avery, Jones, Bladen, Wayne, Yancey, Hertford, Onslow, Fremont, and Sampson. Federal allotments per pupil ranged from \$15.92 in Iredell County to \$172.14 in Morven.

Wide Range

Six units showed more than 80% of their total expenditures from State funds. They were Alexander, Iredell, Caldwell, Davidson, Catawba, and Marion.

The per pupil rate of expenditures from State sources showed a 5.6% increase during 1966-67 over 1965-66, while Federal funds showed a per pupil increase of 121.6% and the local per pupil increase was 15.6%. There was, of course, a total decrease in State and local percentages and an increase in the total percentage of Federal funds.

"The data contained in this analysis were compiled from the 1966-67 annual financial reports submitted by the superintendents of the 169 local administrative units, plus other data which were gathered from records of the Controller, State Board of Education, and the Teachers' and State Employees' Retirement System," said Peek. "State matching contributions for social security and retirement have been included in this analysis. Also included are State funds expended at the State level for textbooks. Cash disbursements made by the local units of funds from the Elementary and Secondary Education Act during the period July 1, 1966 through June 30, 1967 are also included."

EXPENDITURES FOR CURRENT EXPENSES, 1966-67 (Continued)

Unit Name	ADA	Expenditures	State	Per Pupil Expenditure by Source		Total	Percent of Total		
				Federal	Local		State	Federal	Local
Vance	3393	1,702,609.97	206.03	153.76	55.67	515.46	59.4	29.8	10.8
Henderson	4918	1,965,615.63	281.83	67.52	50.93	400.28	70.4	16.9	12.7
Wake	22758	9,721,572.13	290.14	68.24	65.78	427.16	67.9	16.0	16.1
Raleigh	20167	8,495,192.74	275.80	33.51	105.74	415.05	66.4	8.1	25.5
Warren	5011	2,197,206.34	317.95	87.53	32.98	438.46	72.5	20.0	7.5
Washington	3849	1,500,804.13	288.89	69.31	31.70	389.90	74.1	17.8	8.1
Watauga	3669	1,728,713.29	322.64	107.83	40.69	471.16	68.5	22.9	8.6
Wayne	11911	5,277,656.91	292.98	119.37	30.72	433.07	66.1	26.9	7.0
Premont	463	228,949.22	317.46	123.60	53.41	494.47	64.2	25.0	10.8
Goldsboro	7949	3,373,808.62	281.44	81.96	61.02	424.42	66.3	19.3	14.4
Wilkes	8946	3,574,777.45	296.50	72.59	30.49	399.58	74.2	18.2	7.6
N. Wilkesboro	1900	711,708.78	281.02	43.55	50.00	374.57	75.0	11.6	13.4
Wilson	4646	2,167,013.44	323.21	104.17	59.38	466.41	69.3	22.3	8.4
Elm City	1446	642,962.77	287.24	107.01	30.38	444.63	64.6	24.1	11.3
Wilson	7576	2,956,062.90	277.42	58.10	54.65	390.17	71.1	14.9	14.0
Yadkin	5145	2,014,293.03	300.80	59.65	31.04	391.49	76.8	15.2	8.0
Yancey	3026	1,335,582.27	309.01	112.15	20.19	441.35	70.0	23.4	4.6
Total State	1,106,894	471,860,768.77	292.18	65.66	68.15	426.29	68.5	15.4	16.1

CURRENT EXPENSE EXPENDITURES BY SOURCE OF FUNDS

Year	ADA	Expended	State	Per Pupil Expenditure by Source		Total	Percent		
				Federal	Local		State	Federal	Local
1944-45	713,146	\$ 50,088,131.06	\$ 55.34	\$ 4.71	\$10.19	70.24	78.8	6.7	14.5
1945-46	718,944	56,970,455.22	63.03	5.11	11.10	79.24	79.5	2.9	17.6
1946-47	734,327	70,175,117.83	73.11	9.02	13.43	95.56	76.5	9.4	14.5
1947-48	751,018	84,955,968.89	83.57	12.01	16.61	112.19	74.5	10.7	14.8
1948-49	769,045	99,637,550.17	93.70	17.16	19.55	123.30	74.0	10.0	15.1
1949-50	797,691	113,272,495.83	106.50	15.11	20.33	142.90	75.0	10.7	14.3
1950-51	816,036	123,064,019.06	116.76	14.00	22.46	153.00	76.2	9.1	14.7
1951-52	816,036	138,742,588.60	133.64	12.02	24.35	170.01	78.6	7.1	14.3
1952-53	829,720	143,382,090.48	139.33	9.61	26.28	175.22	79.5	5.5	15.0
1953-54	874,165	148,364,943.62	135.36	7.52	26.84	169.72	79.8	4.1	15.8
1954-55	904,029	155,077,268.28	138.06	7.80	27.68	171.54	79.5	4.6	16.1
1955-56	927,089	162,512,909.06	138.17	7.40	29.72	175.29	78.8	4.2	17.0
1956-57	948,343	168,979,693.75	139.88	8.01	31.24	179.13	77.8	4.8	17.4
1957-58	950,311	195,242,979.00	160.85	8.88	33.72	203.45	77.5	4.7	17.8
1958-59	991,475	204,628,440.26	169.02	9.54	36.81	206.39	77.5	4.5	18.0
1959-60	1,003,455	219,533,220.35	169.76	9.82	39.47	218.77	77.5	4.5	18.8
1960-61	1,024,043	233,731,268.10	175.37	9.82	42.85	228.04	76.9	4.3	18.8
1961-62	1,036,034	285,506,355.74	219.68	10.37	45.29	275.34	78.4	3.8	16.1
1962-63	1,058,183	293,767,137.44	217.62	12.01	48.39	277.82	78.4	4.2	17.4
1963-64	1,082,556	316,316,581.58	228.56	12.61	51.68	292.25	78.1	4.1	17.7
1964-65	1,101,989	353,840,666.04	250.93	16.14	54.57	321.64	78.0	5.0	17.0
1965-66	1,101,989	406,403,177.56	276.70	29.62	62.47	368.79	75.1	8.0	16.9
1966-67	1,106,894	471,860,777	292.18	65.66	68.45	426.29	68.5	15.4	16.1

"Learning Summer"

(Continued from page 1)

of General Education. The first of these will be by invitation only and will be jointly sponsored by the State Arts Council. It will involve music methods teachers (one from each college or university engaged in the preparation of music teachers) in an "intensive study of a conceptual approach to music learning, administrative aspects of a planned curriculum, and the relationship of the specialist to the classroom teacher." The other seminars will be scheduled for early fall and will include information on teacher allotment in special subject areas and responsibilities for teacher selection and employment. Music supervisors with more than 40 classroom teachers will assemble in one of three geographical areas of the State in an effort to develop a unified, balanced program of music for all children.

Three five-day workshops are being arranged by the Science Education Section for elementary teachers. NASA will furnish the instructors and the sessions will be for five to six hours per day. The Special Education Section will conduct an institute for superintendents and administrators with emphasis on school programs for the hard of hearing, deaf, mentally retarded, speech impaired, visually handicapped, emotionally disturbed, and other health impaired children including those with learning disabilities. Stipends of \$15 per day will be available.

The Television Education Section of the Division of Educational Media is arranging a statewide conference. There will be five separate group meetings, one for each of the four programs to be discussed and one for the ITV coordinators and other administrative personnel from the school administrative units. The State supervisor of Television Education will meet with the group of administrators and the studio teachers and representatives from the subject area supervisory staff will meet with their respective groups of teachers — physical science, eighth

(Continued on page 15)

Department-Sponsored Summer Events

- | | |
|-----------------------|---|
| April 18 | — (tentative) Workshop for business teachers, UNC-Greensboro. |
| April 26-28 | — Conference for teachers in Health Education and Physical Education, Betsy-Jeff Penn 4-H Camp, Reidsville. |
| April 27 | — Television Education conference, McIver Building, UNC-Greensboro |
| May 9 | — (tentative) Typewriting workshop, UNC-Greensboro |
| May 11 | — Trade and Industrial Education contest, Raleigh, (tentatively set for State fairgrounds). |
| May 15-17 | — Institute on Special Education for superintendents and administrators, Robert E. Lee Hotel, Winston-Salem. |
| May 25 | — Trade and Industrial Education contest, Charlotte. |
| June 3-7 | — Space-science workshop for elementary teachers, High Point schools. |
| June 10-14 | — Space-science workshop for elementary teachers, Supplementary Education Center, Rocky Mount |
| June 10-21 | — Workshop for French teachers, Methodist College, Fayetteville. |
| June 10-21 | — Workshop on "Pupil Personnel Services," UNC-Chapel Hill. |
| June 17-21 | — Space-science workshop for elementary teachers, Morganton schools. |
| June 17-July 2 | — Workshop for French teachers, grades 7-12, Appalachian State University. |
| June 26-28 | — State Future Farmers of America Convention, N. C. State University. |
| July 1-5 | — Workshop for kindergarten teachers, East Carolina University. |
| July 1-5 | — Workshop for kindergarten teachers, Western Carolina University. |
| July 15-26 | — Workshop for advanced counselors on a "Developmental Approach to Career Planning," NCSU, Raleigh. |
| July 15-Aug. 2 | — Three-week workshop for counselors in which emphasis will be placed on utilization of career planning information, UNC-Chapel Hill. |
| July 23-26 | — Superintendents Conference, Mars Hill College. |
| July 29-Aug. 2 | — State Conference of Teachers of Agriculture, NCSU, Raleigh. |
| August 4-10 | — Vocational Home Economics Conference, UNC-Greensboro. |
| August 5-9 | — Conference for vocational teachers and coordinators of office education programs which are funded, or partially funded, by the Federal government, UNC-Chapel Hill. |
| August 5-9 | — Conference for new teachers of Introduction to Vocations, NCSU, Raleigh. |
| August 11-16 | — Trade and Industrial Education conference, NCSU, Raleigh. |
| August 14-16 | — Conference for experienced teachers of Introduction to Vocations, NCSU, Raleigh. |
| August 15-21 | — Annual Distributive Education Workshop, Laurinburg. |
| August 19-23 | — Conference for English teachers, dealing chiefly with reading, UNC-Chapel Hill. |
| August 19-23 | — Conference for English teachers and supervisors on "Transformational Grammar," UNC-Chapel Hill |
| August 26-29 | — Seminar for college teachers of music methods, NCSU, Raleigh. |

Vocational Rehabilitation Working in 24 Schools

The Division of Vocational Rehabilitation—offering the service which seeks to restore the mental, physical or emotionally handicapped person to society—during the past three years increased its size five times. It is not charity this Division of the State Department of Public Instruction offers. It is, rather, an investment — restoring the handicapped to human dignity and to a tax-paying society.

It is estimated that each rehabilitated person repays the full cost of his rehabilitation within seven years in the form of State and Federal taxes. It is also estimated that the cost of custodial care is between \$100,000 and \$200,000 per lifetime in one of the State's hospitals or schools for the mentally retarded.

The most important feature is not how much is saved monetarily, but how much is contributed to the dignity of the individual and the family by his being able to work and earn a living.

The Federal government started Vocational Rehabilitation back in 1920, chiefly to aid maimed veterans of World War I. The program met with such success that it was shortly offered to all the states with 75 percent of the cost being borne by the Federal government and 25 percent by the State.

Less Than Five

North Carolina started its vocational rehabilitation work in 1921 with a staff of less than five full-time workers. Two and a half years ago the total force numbered 100. At present there are over 500 employees of whom approximately half are counselors.

Any person of working age, who has a substantial job handicap caused by a physical or mental condition and who has a reasonable chance of becoming satisfactorily employed, is eligible for vocational rehabilitation services, according to W. W. McCulloch, State supervisor of information

and placement for the Division. The younger a person is, the better chance a VR counselor has of helping him (or her) to make a success of his life, McCulloch pointed out.

School Program

"Three years ago, the division placed its first counselor within a public school system," he said. "This was a pilot project at Central School in Winston-Salem. The idea behind this innovation was for the counselor to consult with special education teachers, the principal, school counselors, and other personnel for the purpose of finding those students who might have a substantial employment handicap, mental or physical.

"It was felt that if these people could be identified while they were still in school, vocational rehabilitation might be of tremendous value in helping them become gainfully employed or better educated for future employment when they left school, either by drop-out or graduation. It is of considerable advantage to identify these handicapped students and work with them early in life rather than have them get out of school, fail at several jobs, and then contact the agency at 25 or 30 years of age."

At present, the Division has contracts with 24 county and city schools. It hopes to become a part of all the 160 school systems in the State. Through cooperative agreements with the Department of Mental Health, VR has established five rehabilitation facility programs at State mental institutions to provide evaluation, work training, and job placement in the home community. In cooperation with the hospital program, an Alcoholic Rehabilitation Center also has been set up at Butner.

There are now 32 sheltered workshops throughout the State, the best-known of these being owned and operated by Goodwill Industries. Through these work-

oriented facilities, established to meet the increased demand for rehabilitation of the more severely handicapped and especially the mentally retarded, individual vocational goals are sought through controlled working environment. Work evaluation is made, personal and social adjustment training given, and employment in the community is found for individuals following their training period.

Another area in which VR is cooperating with local communities and the Department of Mental Health is in the Half-Way Houses. In these facilities VR gives personal and social adjustment training and, when the individuals are ready, finds jobs for them in their own communities.

1000 by 1970

The Division of Vocational Rehabilitation is just beginning cooperative programs with the Social Security Commission, local welfare departments, and the State Board of Juvenile Correction. Projecting the State's vocational rehabilitation needs into the future, the Division thinks that it will have 1,000 employees by 1970—and it expects the current record (\$5 return in taxes for every \$1 spent on vocational rehabilitation) to hold up.

Dr. Perry Kelly, State supervisor of art education, had a one-man show of paintings and ceramics at the Greensboro College Art Gallery last month. Many of them were signed "Kawika," a title which Dr. Kelly acquired while studying in Honolulu.

Walter P. Morton, 86, former superintendent of schools in Pinehurst and, at the time of his retirement in 1951, head of the Franklinton schools, died at his home in Raleigh on February 21. He was a native of Columbia, Tenn. and had served schools in Tennessee before coming to North Carolina.

Educational Media Project News

. . . 14 units receive special materials funds

New Demonstration Centers Open Next Year

Eleven more North Carolina school libraries have been selected to join 26 others in the State as school demonstration libraries under Title II of ESEA, according to State Superintendent Charles F. Carroll. Each of the 11 new schools selected, he pointed out, met specific standards of excellence in regard to personnel, facilities, and library programs to support educational needs of the children they are serving.

The recently-approved schools will spend the remainder of this school year expending the special supplement allotment in Federal funds for a wide variety of library materials. The 11 school libraries during the next school year and that of 1969-70 will be open for visitation as demonstration centers to which school administrators, teachers, librarians, school board members, parents, and civic leaders may go to observe exemplary school library programs.

"Title II of the Elementary and Secondary Education Act of 1965 authorized allotments to the States to be used for school library resources, textbooks, and other instructional material," Miss Cora Paul Bomar, director of the Division of Educational Media, pointed out. "These funds, administered in this State under North Carolina's State Plan for Title II, are described as 'additive,' in that they must be used to supplement rather than to replace state or local funds for this purpose.

"In order that teachers may better understand and use the newer educational media available today, many of the demonstration libraries now open have held a series of workshops," she continued. "A sharing of ideas in coordinating learning experiences has resulted." The recently selected libraries for school demonstrations probably will have orientation programs worked out prior to the beginning of the next school year.

Visiting schedules have been set up with the 10 schools selected in 1966 and the 16 selected in 1967. Persons wishing to visit a library demonstration center are invited to contact the principal of one of the schools.

A committee of local school personnel serves as an advisory committee, Miss Bomar said, pointing out that the Demonstration School Libraries are under the general supervision of the State Department of Public Instruction, and that the School Library Section of the department directs the project.

There are five elementary schools, five high schools, and one junior high among the 11 schools just selected:

Eastern, serving grades 1-5, Washington City Schools; Hobbton, 1-8, Sampson County; North Tarboro, 1-6, Tarboro City; Scotts Creek, 1-8, Jackson County; West Havelock, 1-5, Craven County; Cherryville, 7-9, Cherryville City. Bessemer City, 9-12, Gaston County; East Carteret, 9-12, Carteret County; East Lincoln, 9-12, Lincoln County; Franklin, 9-12, Macon County; and Scotland, 10-12, Laurinburg-Scotland.

The schools selected in 1966 and continuing to serve as demonstration centers are: Gentry, Harnett County; Lawsonville Avenue, Reidsville City; Carroll T. Overton, Salisbury City; Pink Hill, Lenoir County; F. J. Carnegie, Raleigh City; Kiser, Greensboro City; Lexington Middle, Lexington City; Hendersonville, Hendersonville City; Mooresville, Mooresville City; and North Moore, Moore County.

(Continued on page 14)

New Grants Announced

From 76 applications, State Superintendent Charles F. Carroll has announced the approval of 14 school administrative units to receive special supplemental allotments of ESEA Title II funds for the acquisition of special materials to be used in innovative or experimental programs.

The special materials will be made available for loan to students and teachers. The grants range up to \$8,000, according to Miss Cora Paul Bomar, director of the Division of Educational Media. Special materials, she pointed out, are those materials not ordinarily considered basic to a school's collection, or are basic materials to be used in special experimental or innovative programs.

Carroll R. Calhoun, State Supervisor of Federal programs for instructional materials, and Mrs. Judith Garitano, associate supervisor, will coordinate the projects throughout the State. Subject specialists in the Division of General Education will serve as consultants.

The special allotments, which total \$87,500, are not matched by State funds, but local school units often spend extra money on equipment or for other purposes in order to add to the success of the Federal programs, it was pointed out.

Asheboro City, \$8,000: collection of printed and audiovisual materials in art, music, and for culture-oriented materials in history and literature for students and teachers participating in the humanities program in its secondary schools.

(Continued on page 14)

Snoopy is a Portable Learning Lab

"Snoopy," named after the dog in the *Peanuts* cartoon series, is an ingenious device originated by Principle Robert E. Stewart of the Third Street Elementary School in Greenville. Snoopy provides for small group and programmed instruction—in spite of a lack of available space at the school.

Snoopy in the Greenville school is a portable four by 12 foot classroom with four feet high walls and equipped with projector, screen, record player, and table and chairs for 10 pupils.

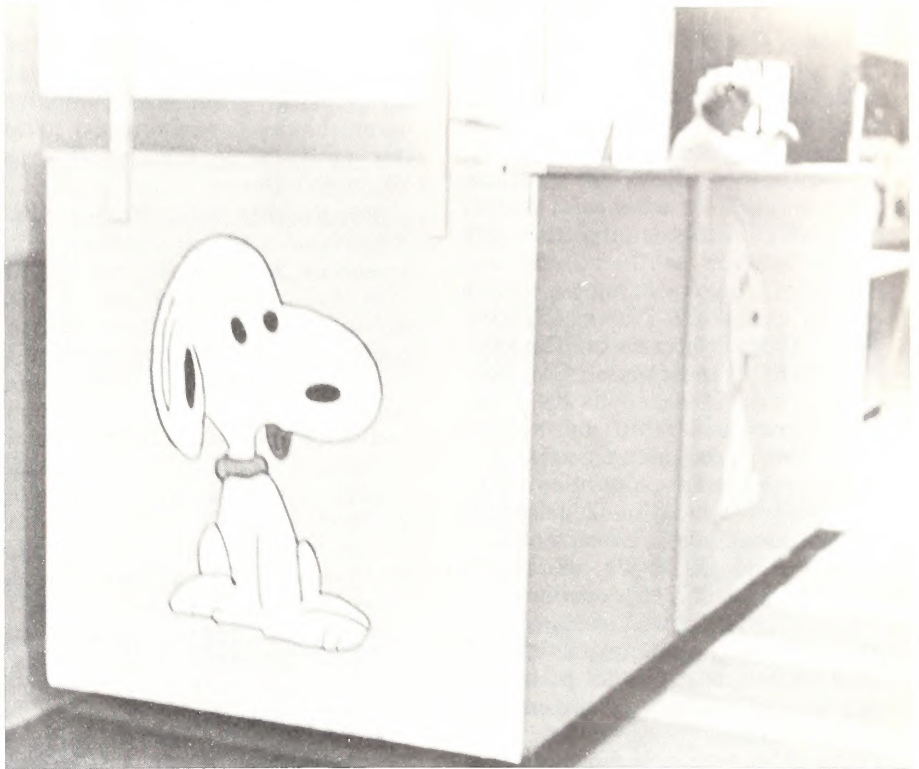
Double Duty

The individual teacher may program her own instructional materials by using the recorder or she may rely on programmed materials in mathematics, science, or reading supplied by the school library. Earphones are provided for each of the students. The unit's low walls enable teachers to supervise the work of students in Snoopy, while it is parked in the hall outside the classroom, and at the same time work with the regular class.

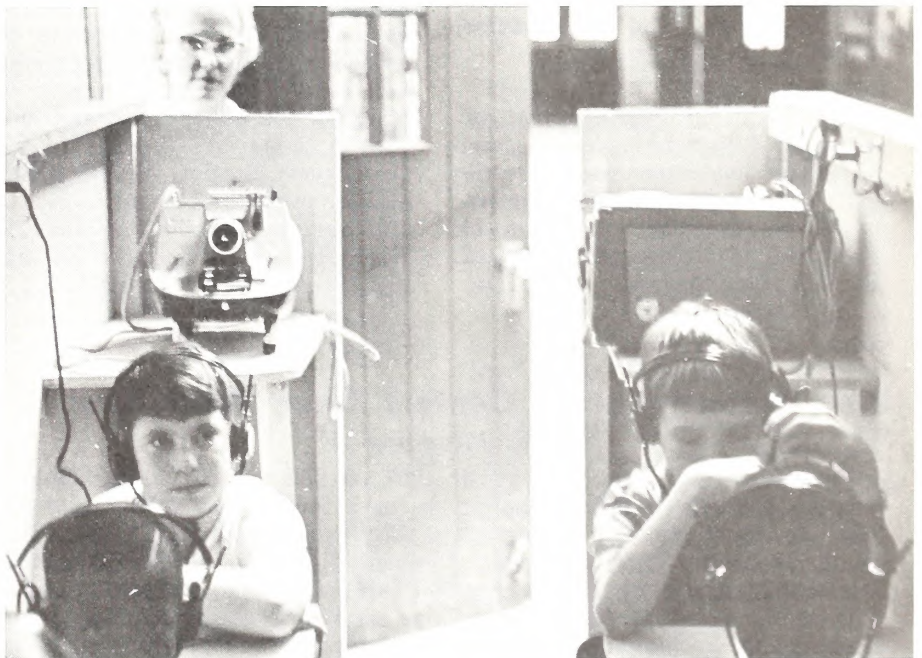
Snoopy's popularity is growing, according to Principal Stewart. He and the school custodian built the small audiovisual-equipped classroom and mounted it on casters. The school PTA gave \$70 to pay for the plywood and two-by-four framing out of which it is constructed.

The unit is available five periods a day and is used by teachers to give more individualized instruction to students. "With a considerable variation of ability in the average classroom, dividing children into small groups is an aid in teaching," Stewart explained.

W. Kendall Dorsey, travel training consultant for the Department of Community Colleges, has been awarded the George Washington Honor Medal by Freedoms Foundation. The award is for a 20 minute production of slides and tape which tell the story of early patriotism in North Carolina.



Snoopy, a portable reading laboratory used by teachers of the Third Street School in Greenville for programmed instruction, looks like a small box car with a screen mounted on one end. When parked near her room door, a teacher can supervise students inside Snoopy (doing either remedial or advanced programmed work) while she continues to work with other students in the regular classroom.



On the inside, Snoopy has desks and chairs for 10 youngsters and each is supplied with earphones. Snoopy was the idea of Principal Robert E. Stewart. He and the school custodian built the unit.

Grants Being Made For Handicapped

North Carolina's share of Federal grants for fiscal 1968 under Title VI of ESEA, as amended, total \$371,623, and this amount is to be committed by August 31, according to Felix S. Barker, State supervisor of special education. Grants to county and city school systems are being made on a project basis in keeping with priorities in the **North Carolina State Plan, Programs for the Education of Handicapped Children.**

Priorities included in the State Plan are leadership by special education personnel to establish, coordinate, and supervise comprehensive educational programs at the local level; preschool programs for all types of handicapped children; appropriate educational and related services for the multiple handicapped; expansion of the instructional materials center; additional equipment for classes; adequate diagnostic services; demonstration projects in areas not now being served; tutorial services; summer school programs; senior high school instructional programs, both academic and in vocational education; expansion of existing programs and services; and extension of in-service and pre-service training of teachers.

J. H. Knox, superintendent of Salisbury City Schools for the past 34 years, has announced that he will retire as of June 30. A native of South Carolina, he came to Salisbury in 1928 as principal of Boyden High School.

New Demonstration Centers Open Next Year

(Continued from page 12)

The schools which were selected in 1967 are also now serving as demonstration centers and will continue to be open for visitors during 1968-69. They are East Harper, Lenoir City; Eastlawn, Burlington City; Elmhurst, Greenville City; Morehead, Durham City; Winterfield, Charlotte-Mecklenburg; George L. Carrington, Durham County; Bertie, Bertie County; Chapel Hill, Chapel Hill City; Northern Nash, Nash County; Rockingham, Rockingham City; Roxboro, Person County; Shelby, Shelby City; Southern Wayne, Wayne County; Statesville, Statesville City; Tuscola and Pisgah (with Pisgah being funded by the county board of education), Haywood County; and Watauga, Watauga County.

Supplemental Grants Range Up to \$8,000

(Continued from page 12)

Buncombe County, \$7,000: films filmstrips, programmed materials, study prints, documents, pamphlets, paper-bound books, and art prints for multi-media kits in all areas of instruction.

Fayetteville City, \$6,300: films, filmstrips, and art reproductions in order to provide multi-media kits for elementary school students and teachers to develop an understanding and appreciation in correlation with the social studies and language arts curriculum.

Durham City, \$8,000: in-depth collection of printed and audiovisual materials for the development of a North Carolina history resource center at Brogden Junior High School. The center is to be used by children and teachers in the third, fourth, fifth, and seventh grades, and by high school students studying North Carolina history.

Gates County, \$4,000: in-depth art reference collection, available to all children and teachers in the unit as they relate art to the total curriculum and to the cultural development of the individual.

Graham County, \$8,000: tapes, printed news sheets, periodicals, and other printed materials to utilize current history news media and culture-enrichment media in teaching the educational and culturally deprived students in all the schools. Station WRHS, which was constructed by and is owned and operated by the Robbinsville High School, is to play an important part in this project.

Greensboro City, \$7,000: special collection to provide an opportunity for personnel engaged in the teaching of reading and the language arts to evaluate and more effectively use these materials.

Haywood County, \$8,000: in-depth collection of 8mm sound film for use in junior and senior high school experimental science programs.

Montgomery County, \$5,200: multi-media kits in social studies, language arts, and the fine arts for use by students and teachers participating in the humanities program in East Montgomery High School and the three feeder elementary schools of Biscoe, Star, and Candor.

Moore County, \$8,000: printed and audiovisual materials, including programmed materials, for independent depth study in the high schools in English, social studies, mathematics, and science.

Mount Airy City, \$7,500: collection of printed and audiovisual materials to support a program of family life and sex education, based on a progressive course of organized study for grades 1-12, which will be incorporated into the existing curriculum.

Richmond County, \$3,000: materials for sixth grade children and teachers in Hamlet Avenue, Fairview Heights, Fayetteville Street, East Hamlet, and Capital Highway schools to support a humanities program incorporating the study of history, geography, art, music, and literature of the various peoples of the world.

Salisbury City, \$3,500: multi-media kits of printed and audiovisual materials in art, music, architecture, drama, dance, and literature for students and teachers engaged in the study of Asian cultures and the influence these cultures have had on the Western World.

Yadkin County, \$4,000: in-depth collection of materials to be housed in the Yadkin Valley Multi-Purpose Center. They will benefit students and teachers of Stokes and Surry Counties as well as those of Yadkin County.

Arts School Prepares Summer Session

Summer school for students in dance, drama, and music will be held again this year by the North Carolina School of the Arts on its Winston-Salem campus. Dance and music students will attend a six-week session, beginning June 23. Drama students will attend an eight-week session, beginning June 10.

Tuition for Tar Heels is \$125 for the summer; \$250 is charged for out-of-state students. Room and board is an additional \$185 for all students. Students already attending the school, and some accepted for the Fall semester, will make up the greater portion of the student body.

For the first time this year a special program designed to aid talented students in the elementary and secondary schools is being offered. This program will be open to a maximum of 50 woodwind players, 100 string players, and 50 beginning dancers selected in special auditions.

Students wishing to attend the summer school must apply to the Director of Admissions, Summer Session, for application blanks and must complete their applications before May 15. Applicants in music are requested to send a 12- to 15-minute tape, and may also be asked to audition for a member of the music faculty. Dance and drama auditions will be held in May. Appointments will be made after the respective applications are received.

Libraries Subject of Graduate Thesis

Mrs. Jacqueline G. Morris, librarian at the Proximity Elementary School in Greensboro, found in making a study of the first 10 library demonstration schools that almost 100 percent of those questioned felt that the project was making a great contribution to the school's instructional program; that student attitudes were improved in the project schools; that a higher level of financial support resulted from the project; and that publicity was a factor in determining local interest and the number of visitors to the schools.

Mrs. Morris surveyed these first demonstration school libraries in partial fulfillment for a graduate degree in library science. She visited all the schools and interviewed principals, librarians, and teachers.

NCSU Offers TV Programs for Retarded

N. C. State University is currently presenting a series of TV programs for the educable mentally retarded which is the outgrowth of a two-and-a-half-year research project on "Cognitive Training." The programs are being presented under the direction of Dr. Harold M. Corter.

Programs for children began on March 25 and will continue over WUNC-TV for eight weeks. The programs, which are designed for primary and intermediate classes of the educable mentally retarded, may be seen on Mondays and Fridays, with the exception of April 12 and 15, at 1 p.m.; on Tuesday and Thursdays at 1:20 p.m.; and on Wednesdays at 1:30 p.m.

TV Program Guide for Teachers

The Teachers' Guide for Television (745 Fifth Ave., New York, N. Y. 10022) is making a new service available—materials to help teachers utilize outstanding television programs in their classroom instruction.

In addition to an advance schedule of programs of special interest to educators, to be carried on the three major networks, the packet contains teaching suggestions, related classroom and individual student activities, and ideas for further exploration. The packet may be secured by writing direct to the New York address. The cost is \$1 per semester.

"Learning Summer"

(Continued from page 10)

grade math, U. S. history, and world history.

Vocational Education

The Division of Vocational Education has been conducting a number of spring conferences and its sections will sponsor many more during the summer months. Two typewriting workshops have been tentatively set by the Office Occupations Section with Dr. George P. Grill of UNC-Greensboro as consultant. This section also is planning a conference for about 100 teachers and coordinators of projects funded, at least in part, by the Federal government. This event, set for August, will be at UNC-Chapel Hill.

The Agricultural Education Section calls attention to the FFA Convention and a State conference for teachers, both at NCSU. The Diversified and Comprehensive Vocational Education Section will sponsor two workshops—one for new teachers and the other for experienced teachers of "Introduction to Vocations" courses. Home economic teachers will meet for a conference in Greensboro while the Trade and Industrial Education Section will sponsor a conference at NCSU. Regional contests this May will be in Raleigh and Charlotte.

Pupil Personnel Services

Dr. Henry L. Isaksen of Florida State University, formerly director of an outstanding pupil personnel service program at Lexington, Mass., will teach the June 10-21 workshop for the Division of Pupil Personnel Services. This division also will sponsor a workshop for advanced counselors which will be taught by Dr. William E. Hopke, head of the Department of guidance and personnel, NCSU. Much of the material for the third workshop resulted from a survey, conducted by the division's staff, of jobs available to students in Durham city and county schools. This event, to be held in Chapel Hill, will be limited to 30 persons and preference will be given to Durham counselors requesting it. The workshop will be taught by Dr. W. D. Perry of the UNC School of Education.

LOOKING BACK

In April issues of the
North Carolina Public School Bulletin

Five Years Ago, 1963

Six additional courses under the federal Manpower Development and Training Act were approved for North Carolina on January 30, to bring the total number to 10.

Ten Years Ago, 1958

Glenn L. Robertson, principal of Beulah High School in Surry County, has been elected president of the North Carolina Education Association for 1958-59.

Fifteen Years Ago, 1953

The shortage of qualified teachers in North Carolina is not a result of certification requirements.

Twenty of the 172 school administrative units have held meetings or workshops on mental health this year. . . .

Twenty Years Ago, 1948

To make up for the days lost due to closing on account of snow and ice during late January and early February, schools in many rural areas of the State were operated on Saturdays during March and April.

North Carolina's over-all educational performance is given 27th place with Michigan among all the 48 states in a recent survey by Professors Raymond M. Hughes and William H. Lancelot of Iowa State College.

Twenty-Five Years Ago, 1943

A tabulation of the number of public high schools having art departments during this school term reveals that 29 administrative units, 15 counties and 14 cities, provide for the teaching of art as an elective subject for high school students. . . .

The enrollment in high school, grades 8-12, for the session 1941-42 shows a drop for the first time since the public high school program began. . . .

EMPHASIS:

Timely Tips for Educators

(By Mrs. Gladys Ingle, Librarian, Education Information Library)

Allison, Mary L., comp. *New Educational Materials: Pre-Kindergarten Through Grade Twelve*, 1966-67. Citation Press, 50 W. 44th St., New York, N. Y. 10036, 1967. 256 pp. \$2.75. The first of an annual compilation of reviews and evaluations which have appeared in the *Scholastic Teacher*. The evaluations were made by teachers and librarians and include books, films, recordings, multi-media kits and teaching-learning games.

The Conference Planner: A Guide to Good Education Meetings. National School Public Relations Assn., 1201 Sixteenth St., N. W., Washington, D. C. 20036, 1967. 72 pp. \$12.00. Offers suggestions for several different types of conferences with emphasis on meeting the needs and interests of different audiences. Includes a checklist for planners and a selected list of conference aids and references—all designed to implement a cooperative effort involving the planners and those attending.

Division of School Psychologists. American Psychological Assn. *The School Psychologist*. The Division, 39 North Fifth Ave., Highland Park, N. J. 08904, 1967. Folder. One copy free upon request. 25 copies, \$1.00. A brief concise introduction to the school psychologist; what he is and how he can help administrators, teachers, parents, and children.

Kochen, Manfred. *The Growth of Knowledge: Readings on Organization and Retrieval of Information*. John Wiley & Sons, Inc., 605 Third Ave., New York, N. Y. 10016, 1967. 394 pp. \$7.95. Fundamental changes in organizing and retrieving information are discussed in a language all educators can understand. This introduction to the information sciences can be helpful to all who are interested in the significant implications for curriculum design as well as the technological aspects of school administration.

The New ESEA: The 1967 Amendments to the Elementary and Secondary Education Act, Education U. S. A. Special Report. National School Public Relations Assn., NEA, 1201 Sixteenth St., N. W., Washington, D. C. 20036, 1968. 24 pp. \$1.50. Most of the ESEA amendments concern the details of making the Federal programs work. This is written for those administering Federal programs and will expedite an understanding of the new specifics of ESEA.

Pacesetters in Innovation. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 1967. 257 pp. \$2.50. Presents information on Projects to Advance Creativity in Education (PACE). Includes indexes and resumes developed by the Educational Resources Information Center (ERIC) of the Office of Education and covers all planning and operational grants under ESEA III for the fiscal year 1966.

Stoff, Sheldon. *The Two-Way Street—Guideposts to Peaceful School Desegregation*. David-Stewart Publishing Co., 3612 Washington Blvd., Indianapolis, Ind. 46205, 1967. 184 pp. \$5.95. Careful analysis of school desegregation efforts and a proposal for peaceful integration make this guidebook practical as well as tangible help to those who formulate and administer educational policies.

U. S. Commission on Civil Rights. *Education Parks*. The Commission, 801 Nineteenth St., N. W., Washington, D. C. 20425, 1967. 104 pp. Free upon request. The education park is proposed as a way to offer educational opportunities in urban areas similar to those the rural consolidated school offers rural areas. Includes appraisals of plans to improve educational quality and desegregate the schools.

U. S. Office of Education. *Staffing for Better Schools*. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 1967. 83 pp. 30 cents. According to results of a five-year study in 25 Michigan schools, one way to solve staffing problems and give teachers more time to teach is to use teacher aides. The Michigan report and various approaches to staffing problems taken by other states are described in this booklet.

SCIENCE BULLETIN

North Carolina's latest curriculum bulletin, *Science, Grades K-6*, was distributed to representatives of county and city school administrative units at a series of 10 area meetings held April 23-May 9. Paul H. Taylor, State science supervisor, and Donn L. Dieter, associate supervisor, were in charge of the sessions which involved local system coordinators in exploring the possible uses of the 196-page publication.

Taylor noted that as far as can be determined, this will be the first large subject area curriculum bulletin distributed free of charge to all kindergarten and elementary teachers. The bulletin is packed with instructive teaching tips, illustrations, and science activities appropriate for various age levels and is the fruition of the effort of hundreds of educators and a number of scientific specialists.

Development and mass distribution were made possible by financial assistance under Title III of NDEA and Title V of ESEA.

Enlarged Summer Program Planned For Children of Migrant Workers

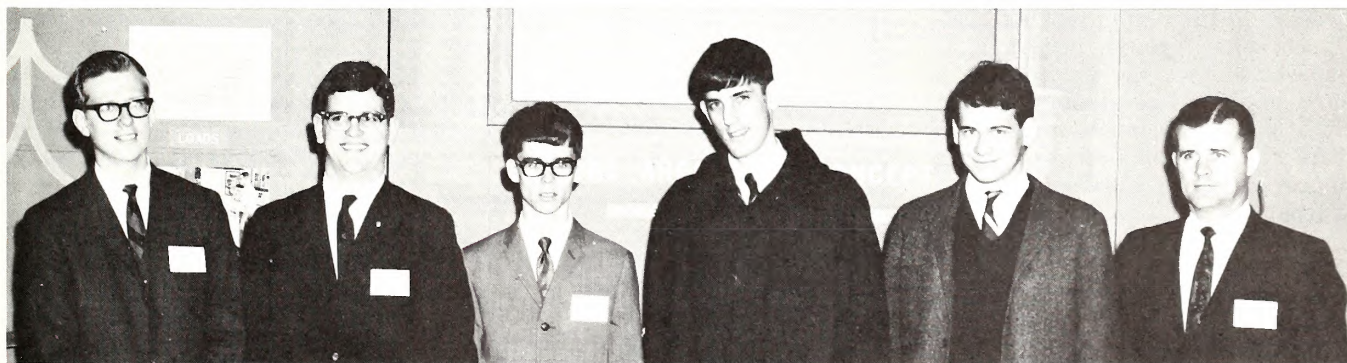
An enlarged program of aid to children of migrant agricultural workers has been planned for the State this summer, according to Y. A. Taylor, State supervisor of ESEA Title I program development.

New this year is a two-week program of in-service training at A&T University in Greensboro for participating teachers. Also, aid will be extended for the first time to the children of North Carolina-based migrant workers—those involved in the regular school year programs. Between 650 and 700 students are expected to take part in summer programs to be offered in 11 counties, as compared to 500 students enrolled last summer in 10 counties. The cost this year will be in excess of \$316,000 as compared to over \$189,000 in 1967.

Two county school systems, Harnett and Pender, where the program was operated last year, will not participate owing to the small number of migrant children expected. Three counties have been added—Hyde, Duplin, and Transylvania. Other systems in which summer schools will be operated for children of school and kindergarten age are Camden, Carteret, Currituck, Sampson, Pamlico, Pasquotank, and Henderson Counties; and Hendersonville City Schools. Pamlico schools will serve children from Beaufort and Pamlico just as they did last summer.

A "fairly good" record transfer system among the 37 states involved has been worked out, Taylor said. He will go to Denver this month to continue work on this record system. The program is hard to pin down, he observed, because it is hard to find out exactly how many migrant workers are going to be in any given locality and for how long. Teachers and other staff must be employed in advance, he pointed out.

Transportation by school bus and a daily program (including a hot breakfast, shower, clean clothes, academic lessons, lunch, an afternoon snack, health services, and enrichment experiences) will be much the same as last year. Primary emphasis in the instructional program will be given to the language arts—reading, writing, and speaking. Other areas of instruction will include arithmetic, music, science, art, and physical fitness. Last summer's program was reviewed by Taylor in the October 1967 issue of the *Bulletin*.



Five North Carolina high school students, regional winners in a contest sponsored by the National Aeronautics and Space Administration and the National Science Teachers Association, attended a two-day science congress during March at Langley Research Center, Hampton, Va. They were accompanied by Paul Taylor, shown at extreme right, who is State supervisor of science education. The students, from left to right, are Timothy Beaver, Needham Broughton High School, Raleigh; William H. Cobb, III, Grainger High, Kinston; Michael L. Barringer, East Rowan High, Rockwell; Charles G. Pattison, Grainger High; and Lee A. Weisbecker, High Point Central High.

NORTH CAROLINA
PUBLIC SCHOOL BULLETIN

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EDPRESS

VOL. XXXII, NO. 9 May, 1968

Official publication issued monthly except June, July and August by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh, N. C. 27602

Under the nongraded concept and its increase in human freedom and responsible student behavior, it must be remembered that we are not expecting adult behavior out of adolescents. There will be some floundering, some mistakes, but these, too, amount to learning experiences. — Fred Chase, Superintendent of Schools, Athens, Ohio.

Capital investment (money) is extremely important, but investment in human resources is vital for optimum returns to capital... Leaders in the region seeking quality economic growth believe it is imperative that the states take a hard, realistic look at their present situation, and commit themselves more totally than ever to further improvement. — *Economic Report*, Wachovia Bank and Trust Co.

If educators are to maintain their role, they must mount their own educational revolution. They must get out of the dark, narrow chimney and build the open broad pyramid that should always have been their model. — Dr. Carlton M. Singleton, Deputy Director, Appalachian Educational Laboratory.

Superintendent Carroll Says . . .

(Excerpts from talk to NCEA, April 5, 1968)

. . . For my text—and I shall develop it quickly and briefly—I go to the Ozark Mountains of Arkansas, from which over the years have come some of the sanest, some of the zaniest, some of the corniest, and some of the earthiest sayings. With credit to my long-time friend and associate, Tom Bailey, who recently retired as State Superintendent of Public Instruction in Florida, I recall a narrative built around a brochure that came out of the Ozarks a few years ago entitled *Hogs, Ax Handles, and Woodpeckers*.

Years ago a traveler through the Ozarks stumbled onto a strange herd of razorback hogs. The hogs would *dash off* in one direction, *turn* suddenly and *head off* into another, *stop, listen*, and *then be off again*. While the stranger was watching the unusual hog behavior, a native of the region came by, and the traveler asked for an explanation.

“Derndest thing I’ve ever seen,” the mountaineer said, “for months I’ve called these hogs to feed by pounding on a wooden feed trough with an *ax handle*. Then, a few days ago, a bunch of woodpeckers landed here and started pecking on every dead sycamore around. *I’m telling you, it’s drivin’ my hogs crazy.*”

If it seems strange to us here in Charlotte this evening that a bunch of Arkansas razor-backs didn’t know the difference between an ax handle and a woodpecker, we need only to reflect that *a lot of folks don’t either*. For several years this Nation and every State therein have had a crop of woodpeckers trying to call the attention of the people to what they think is wrong with American schools. So loud have been the woodpeckers that *the legitimate and honest sound of the ax handles* have been almost out of earshot. *Unless you and I and others like us* who have the facts pick up the ax handles and head for the feed trough soon to *give an honest picture of American public school education*, our schools are in danger of becoming the targets for far more neglect and rough treatment.

I am here tonight to ask you to join me anew in beating the trough with the ax handle to the end that the attention of people will be called to some of the positive achievements of the public schools.

What are some of the *positive* achievements of the schools? In *what* programs are the schools engaged? What are some of the *non-publicized* but *favorable phases* of the public school program?

Since 1960, the number of high school graduates has increased in North Carolina by 43 percent, whereas the high school enrollment has increased by about 28 percent. *The improved and the improving holding power of the public schools is clearly evident.*

The number of high school graduates going to college has shown an even greater increase. *The number of students pursuing vocational education* has increased. *With what competence* do our students graduate from high school?

Fifteen years ago North Carolina State in Raleigh conducted 25 to 30 remedial classes for its freshmen who showed deficiencies in English and mathematics. Today there is *not* a single remedial class. There *has not* been a remedial class there for several years. Meanwhile, admissions requirements have been tightened and the enrollment has increased appreciably. *This indicates positive achievement in the public schools.*

In 1967, freshmen entering the *University of North Carolina at Chapel Hill* had scholastic aptitude test scores *averaging more than 100 points* in excess of the scores made by the 1962 freshman class. Under University

(Continued on page 15)

Promotion Policies . . .

By Joe L. Cashwell, Assistant Director, Division of General Education

In the wave after wave of innovation and change that is now occurring at all levels in education, it is easy to become enamored with the idea of change just for the sake of doing something different. It is the popular thing to do; it is the way to stay on the educational bandwagon; it is the way to claim the attention of the news media and the public; it is the way to *get money from Washington*, the source of a cacophony advocating *innovation and change* as well as money.

Progress demands change, hence, this atmosphere of emphasis on innovative change is undoubtedly desirable. Amenity to change is a major factor in any dynamic process, and education is a process. But, should not questions be asked and answered about the desirability and need for change each time it is contemplated? Should not change be directed toward the solution of a specific problem that is well identified? Without this kind of deliberation is it not possible for much of the change and innovation that is occurring to be compared to the man who mounted his horse and *rode off in all directions*?

North Carolina has many educational problems that desperately need to be solved; problems that will require well reasoned, carefully structured innovation and change in their solution. One such problem is that of "nonpromotion." At the end of the 1963-64 school year 10.8% of the first grade pupils in this State were not promoted. The percentage of nonpromotion in elementary school dropped gradually above grade one with a low of approximately 3% occurring at grade six. In grade seven the percentage began to climb again and reached a peak of approximately 11.4% at grade 10. From this percentage at grade 10 it dropped to 3.2% at grade 12. These nonpromotions occur in spite of the fact that there is little valid evidence in the literature or in research findings to indicate that retention in grade or course serves any useful purpose. To the contrary, the weight of

available evidence seems to agree with the following statements relative to the problems of nonpromotion and failure:

. . . It is now evident that practically all of the notions previously held about the values of nonpromotion or the motivating value of the threat of failure have been exploded. Out of a group of repeaters, about 20 percent will do better than they did the preceding term, about 40 percent will show no change, and about 40 percent will actually do worse. If doubtful cases are divided into two groups appropriately matched on essential items, and one group is promoted and the other group is held back to repeat the grade, several studies have shown that the achievement of the promoted group, as measured by standardized tests, is equal to or greater than the achievement of the group held back. . . . —Otto, Henry J. *Elementary School Organization and Administration*, 3rd Ed. (New York, Appleton-Century-Crofts, 1954), p. 268.

Cashwell and Foshay have presented an excellent array of convincing statements, based on research, that nonpromotion practices are not based on any consistent, agreed-upon principles. Furthermore, they found no consistent relationship between the level of achievement of the student and nonpromotion. . . . Additional false assumptions underlying nonpromotion maintain:

- that higher achievement standards are possible
- that instruction is made easier by insuring a more even distribution of achievement ability in a given class
- that pupils work harder and achieve more
- that society is protected from having the so-called educated person thrust upon them

Since evidence seems to disprove the popular notion that nonpromotion has real value if rigorously practiced, teachers should be extremely cautious in rendering a decision to retain a pupil for a repetition of a year's work. . . . —Shuster, Albert H., and Milton E. Ploghoft. *The Emerging Elementary Curriculum*, (Columbus, Ohio: Charles E. Merrill Books, Inc., 1963), pp. 483-4.

. . . The second assumption in the argument for failure is that one is best prepared for success by failure. The specific argument goes like this: 'Life is bound to include some failures; it is best to prepare young people for this experience by confronting them with the possibility or even the reality of failure in high school.' By this reasoning the best-prepared products of the schools would be those who have failed so repeatedly that they have quit school in search of success elsewhere. Failure actually prepares one for nothing except more failure. If the goal is to prepare young people to withstand and survive failure, it follows that they must have courage, self-confidence, and faith in themselves. These qualities are not the product of academic failure, but rather of success. The most urgent need of every person is for the quiet conviction that he or she can meet life and its problems with reasonable success. The neuroses that spell failure are often bred in people by their school experiences. —Faunce, Roland C. *Secondary School Administration* (New York, Harper and Brothers, Publishers, 1955), p. 327.

Occasionally the retention of low-achieving students is recommended as a means of improving the emotional adjustment of pupils. Such reasoning implies that, after being retained, a student will achieve near the middle of the grade; and he will, therefore, 'find himself' personally and socially because of the recognition he receives and the confidence he feels by being able to readily handle the classwork. . . . Students who are retained do not find themselves in the middle of the achievement distribution. They are still in the very lowest part of the class.

When these retarded students find that they cannot compete successfully—even with a younger group—they sometimes give up and simply 'sit out the attendance law.' Such students are well known to teachers in the junior and senior high schools.

The research which has been done on the impact of nonpromotion on the emotional development of children reveals that nonpromotion has detrimental effects on both social and personal adjustment. Research by Sandin and by Goodlad reveals that nonpromoted children tend to lack confidence and, in general, are insecure when compared with promoted children. Goodlad's research is particularly valuable as he utilized matched groups of promoted and nonpromoted children. Cook and Kearney's unpublished study discussed above also investigated the social and emotional adjustment of the contrasted groups of failed and promoted children. The results favored the promoted children.

While claims for increased personal and social adjustment through nonpromotion are sometimes made, the research indicates clearly that nonpromotion has detrimental rather than beneficial effects on this important aspect of child development. —*Individualizing Instruction; The Sixty-First Yearbook of the National Society for the Study of Education—Part I* (Chicago, University of Chicago Press, 1962).

It might be assumed that the promotion practices now being used in this State are in keeping with uniform procedures spelled out in some detail in county or city board of education policies; that such policies are known and supported by every professional staff member in every school. This does not seem to be the case. The 1963-64 survey that established the nonpromotion rates noted above, also revealed that at grade one, of the 1,612 schools included in the survey, all pupils were promoted in 183 schools. At the other extreme, 46% or more of the pupils in grade one were retained in one school. The rates of promotion-nonpromotion in all other schools fell between these two extremes. The number of schools showing 100% promotion rates increased in each grade above grade one; however, the range of nonpromotion rates did not change, for at each grade level there was one or more schools in which the nonpromotion rate was at or above the 46% level.

At the high school level, the four areas of English, mathematics, science and social studies were surveyed. English, which is the only subject studied each year by all students, was passed by all pupils in grade nine in 44 schools. This number rose to 313 in grade 12. At the

(Continued on page 7)

'Lead - Teacher' Project in Third Year

By Bess D. Thompson

Asheboro City Superintendent Guy B. Teachey and Asheboro High Principal Keith C. Hudson are highly satisfied with the system's secondary "lead-teacher" experimental program. Superior teachers are employed on a year-round basis to serve as teacher-directors in major subject areas.

Only four directors, who teach half a day and spend the remainder of their time working on curriculum and methods with secondary principals and other teachers, are employed in the experiment, which is now in its third year. Supt. Teachey observed that "you can't just pick up someone qualified to be a director any time you want them." He would like teacher-directors in all subject areas.

Business Finances

Cost of the program, which Supt. Teachey had originally envisioned as being borne by some foundation, is funded by several industrial and business firms. Present plans call for the tab to be eventually picked up by the local school board. The cost is estimated at \$12,500 per year. The "superior teachers" are paid their regular salary, based on a combination of qualifications and length of service, plus \$2,500.

A. B. Fairley is director of science. He is a native of Raleigh and was well along the road toward his doctorate at UNC-Chapel Hill when the Asheboro schools engaged him. Mrs. Ruby E. Smith has long been a mathematics teacher with the Asheboro schools and was not previously, the superintendent felt, being used to the full extent of her capabilities. Another such teacher is Miss Leona Woods whose specialty is English. Mrs. Sara C. Smith, a native of Denton, was recruited from the Davidson County Schools to take charge of foreign languages.

See Improvements

As proposed, the project was "to determine the amount of improvement in curriculum and instruction

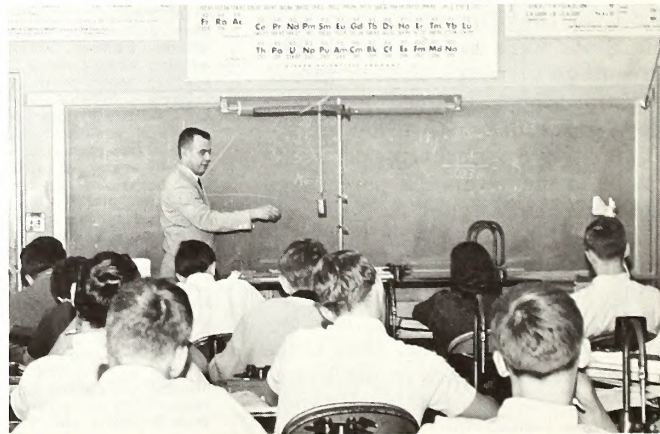
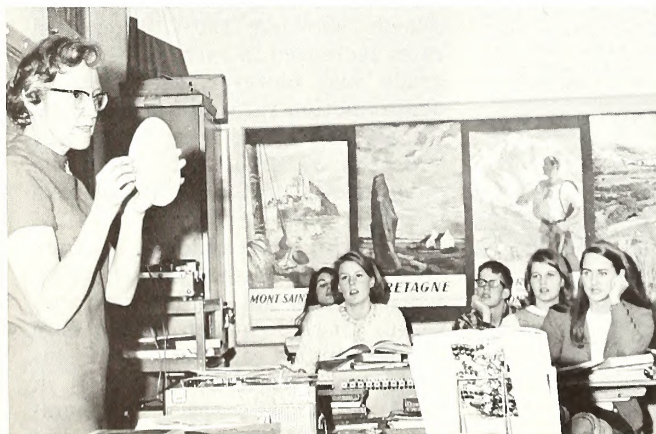
at the secondary level which reasonably could be expected if a school system sought out and employed at least one highly superior teacher in each academic field and used these persons on a year-round basis as departmental leaders, organizers, and curriculum advisers." Most evaluations, Teachey said, have necessarily been of a subjective rather than an objective nature. "There are so many factors involved, including the drop-out rate, which we are constantly studying. We can see improvements in scholastic aptitudes, but it will take us several more years before an absolute evaluation can be made."

Qualifications

Two major characteristics distinguish a comprehensive as opposed to a limited program, according to the superintendent. First, it provides training for each child according to his ability to learn; second, it provides a program of studies based upon the future educational objectives of each pupil. He listed the qualifications for teachers serving as directors as a master's degree in their chosen subject, three years of highly successful teaching experience, and demonstrated ability to direct curriculum study. The Asheboro schools also look for experience in conducting in-service study and seminars and experience in administration.

Each teacher chosen as a director serves as the head of his or her academic department for all secondary schools in the system—grades 7 through 12. In addition to the senior high school of 1,000 students, this includes 850 students from the eighth and ninth grades, 450 students from the seventh grade, plus students in the West Asheboro Junior High School. All seventh, eighth, and ninth grades will be housed together in a new building next year as Asheboro Junior High School.

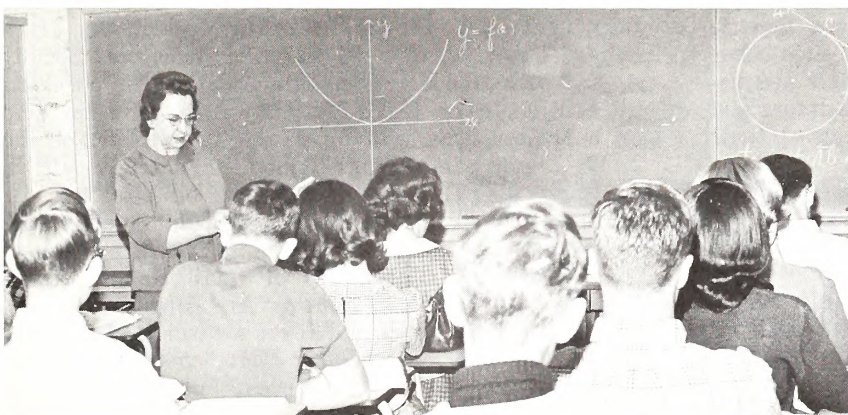
The directors plan and conduct system-wide training programs for staff members in their respective depart-



At left above Mrs. Sarah K. Smith, shown teaching a French class, serves as director of foreign languages in the secondary schools of Asheboro. At right, A. B. Fairley is director of the science subject area.



Superintendent Guy B. Teachey, above left, is credited with being the "guiding light" of the Asheboro project. He secured the cooperation, including funding, of business and industry. At right, Miss Leona Wood, director of English, is shown with one of her classes.



Mrs. Ruby B. Smith, left, is director of mathematics and was one of the first "superior teachers" chosen for the three-year project. At right is Dr. Keith C. Hudson, principal of the Asheboro High School, who says the experimental program helps him do a better job in giving instructional leadership. (All photographs by Ed Carroll)

ments. They direct the writing of curriculum guides, kept in loose-leaf notebook form, for courses offered in their subject areas and assist the principals in evaluating the effectiveness of work done by other teachers. They also assist the principals in the assignment of pupils.

Better Job

"The project doesn't relieve the principal of instructional leadership," Dr. Hudson said, "but enables him to do a better job, to make wiser decisions as to content, methods, and materials." He also pointed out it is impossible for an administrator to stay current in all disciplines. "This program makes it possible to provide an 'all-through' program, to eliminate duplication, and often to see the need for and to implement a new program. At times the emphasis has been misplaced, and students have failed to accomplish as much as we had hoped. Principals do as much as they can, but working with all the teachers in their respective schools is often quite a task. I also feel that we are, through our subject area directors, helping the new teacher who

is too often neglected because there isn't time to do everything."

The overall purposes of the programs, which both Teachey and Hudson believe are in the process of being achieved, are a significant strengthening of the program of general education in the areas noted, a related strengthening of the technical and vocational curriculum at the secondary level, the introduction of remedial work as necessary, and the improvement of work done by exceptionally talented children.

Dr. Jack Lawrie has resigned as superintendent of Washington City Schools, effective June 30, to accept a position as acting dean of applied arts and professor of education at the University of Chattanooga in Tennessee.

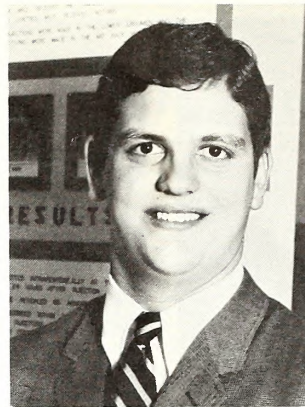
The Don Redlich Dance Co. of New York presented a program of modern dance in 20 eastern North Carolina schools the last two weeks in March under the sponsorship of the North Carolina Arts Council.



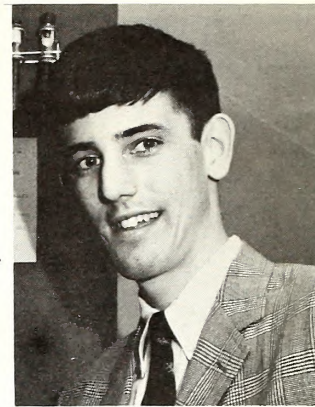
Storie



Barger



Cobb



Pattison

Introducing Our Science Fair Winners:

At least the students entering the State Science Fair in Chapel Hill last month could talk to each other and (presumably) be understood, but their discussions on the correlation of metallic ions and lasers and their uses left many a proud parent staring at their offspring in bewilderment.

Charles G. Pattison and William H. Cobb, III, both of Grainger High School in Kinston, won top honors in the State fair with their physical and biological exhibits, respectively. They will join Stephen Barger, East Rowan High School of Rockwell, and Julie Storie of Statesville High (winners of the South Piedmont Science Fair held earlier in Charlotte) on expense-paid trips to compete in the International Science Fair in Detroit, Mich.

The South Piedmont fair, like the State fair, is an affiliate of the International Science Fair and thus permitted to send its two top winners (one in physical science and one in biological science) to the international competition. This district also competes in the Statewide event.

Pattison and Barger won with exhibits in the physical science department. Pattison's exhibit was built around "Spacing in Rhythmic Preipitation" and Barger's exhibit was a project on color absorption of beta and gamma radiation. Among the biological exhibits were Cobb's "Physiological and Histological Studies on the Effect of Agrobacterium Tumefaciens on Sunflowers and Mice" and Julie Storie's project to determine why black rot fungus, which attacks apple trees, reproduces only during the daytime.

The State science fairs are rotated between UNC-Chapel Hill, Duke University, and N. C. State University. The contests are sponsored by science societies, industrial companies, the State Department of Public Instruction, the cooperating colleges and universities, and the North Carolina Academy of Science. The 12 judges who ranked the exhibits at the fair this year were drawn from UNC, various government agencies, and research institutions.

In addition to the two top winners in Chapel Hill, Ray Allen Wertheim, of Fayetteville Senior High School, won the Medical Society Award with "A Study of the Production of Tyrosine-Melanin in Albino

Rats." Steven L. Buntin, of South Mecklenburg High School, Pineville, won the Carolina Geological Society Award with "CAMS: Charlotte Amateur Meteorological Station." The U. S. Navy Award, a five-day trip on a cruiser, was won by Frank C. Weaver, of the J. W. Ligon Senior High School of Raleigh, with a study on "The Effects of Ultrasound on Life."

Other winners in the South Piedmont Science Fair in Charlotte included the Community Health Association Award to Jeff Sturkey of Quail Hollow Junior High, Charlotte-Mecklenburg, "Air-Pollution Affects a Hamster"; and U. S. Air Force awards to W. Bryson Bateman, South Mecklenburg High, chemistry; Mary Brown, West Roman, life sciences; Tim and Tom Darnell, Ransom Junior High, Charlotte-Mecklenburg, math sciences; Danny Moses, Quail Hollow Junior High, engineering; Michael Barringer, East Rowan, medicine and health; Rich Potts, Alexander Graham Junior High, Fayetteville, physics; John Thomas Bost, East Rowan, environmental sciences; and John W. Goodnight, South Rowan, electronics and communications.

The Navy Science Cruiser Award, which includes five days on a Navy cruiser, went to Michael Barringer of East Rowan for a study of temperature stress on respiratory functions of body fluids.

Distributive education students who will represent North Carolina in the national Distributive Education Clubs of America contests to be held in Houston, Texas, next month are winners of a Statewide competition held in Raleigh. They are Christopher Shaw, Enloe High School, Raleigh, job interview; Janie Nichols, Roxboro High School, ad lay-out; Vickie Parks, East Rowan High School, Salisbury, public speaking; Gerald Simpson, A. L. Brown High School, Kannapolis, sales demonstration; Ernest Pearson, Garinger High School, Charlotte, Boy of the Year; Vickie Parks, East Rowan High School, Salisbury, Girl of the Year; and Ann Hair, Roseboro-Salemburg High School, DECA sweetheart. Monroe High School won first place in the creative marketing contest.

Promotion Policies

(Continued from page 3)

other extreme, 46% or more of the pupils failed to pass English at the ninth grade level in three schools, with no school showing a nonpassing rate that high for 12th graders. In mathematics the rate of failure and the diversity of promotion practices are much greater for general mathematics and Algebra I than they are for other mathematics courses.

These differences in practices between schools are almost as great within some individual administrative units as they are in the State as a whole. And, these differences seem to indicate that there are no well-developed, clearly stated policies to assist school staffs in making decisions relative to promotion and nonpromotion or passing and failing. If this is the case, is it not a good place to inaugurate change? How can anyone justify a 100% promotion rate in a grade or subject area in one school and a non-promotion rate of 46% or more in another? The problem also exists within individual schools where the promotion rate varies greatly between individual groups at a single grade level or in a single subject area.

The development of policies for the guidance of school personnel might begin with a determination and study of the factors that cause nonpromotion and failure. For example, immaturity is often mentioned as a principal reason for retaining a pupil in the first grade. But seldom is the question raised and answered as to the kind of immaturity involved—social, emotional, or mental—and the cause of such immaturity. At the secondary level failure to reach a certain standard of performance is one of the reasons most often mentioned as the cause of nonpromotion. But again, seldom are there questions raised about the standard: Whose standard? How was it determined? Is it applied in the same way by all professionals? Is it valid for all pupils? How much consideration for individual difference does it permit? Similar questions can be raised about other factors that cause nonpromotion and failure.

(Continued on page 16)

Wake Principals Go Back to School

When the elementary principals of Wake County requested their system's administration to arrange a series of in-service workshops for them, their director of elementary education and State supervisors from the Department of Public Instruction set about the task of planning. The result was 10 meetings held in the system's Administrative Building during February, March, and a part of April.

The principals chose the topics to be discussed and then gave up their free time after school each Thursday (4:00 to 7:15 p.m.) to seek in-depth information on "the dimensions of effective supervision"—new trends and methods in curriculum and in teaching and how to discover and fulfill any special needs of the children in their schools. Wake Assistant Superintendent Thomas M. Grimes says the results have been "most gratifying."

Mrs. Helen Frazelle, Wake's director of elementary education, was in charge of the workshops. Also, various supervisors in the Wake system assisted the State personnel in presenting the 10 sessions.

State supervisors who participated and their subject areas included Jesse Vuncannon, John Ellington, and June Gilliard, social studies; Madeline Tripp and Nedra Mitchell, language arts; Norman Leafe and staff, health and physical education; Arnold Hoffman and staff and Perry Kelly, music and art; Paul Taylor and staff, science; Robert Jones and Cleo Meek, mathematics; Felix Barker and staff, educating the handicapped; Gene Burnette and staff, the exceptionally talented; Marie Haigwood and James Jenkins, scheduling, grouping, and varied instructional approaches and techniques; and various staff members from the Division of Educational Media, the school library.



Principals, supervisors, and consultants shown at a planning session for the in-service workshops for Wake County elementary principals are, from left to right, Mrs. Caesarea Debnam, Wake supervisor of education; D. B. Chandler, principal of Millbrook Elementary School; Marie Haigwood, State supervisor of elementary education; Mrs. Helen H. Frazelle, Wake director of elementary education; Joe L. Cashwell, State assistant director of general education; Mrs. Leona B. Daniel, Wake supervisor of elementary education; and Nile F. Hunt, director of the Department's Division of General Education.



During one of the workshops the principals shared good teaching practices being used in their schools. Looking over some of the materials displayed are, left to right, Jonathan M. Smith, principal of Swift Creek Elementary School; Mrs. Ruth Fox, principal of South Cary Elementary; Mrs. Frazelle; Aaron E. Fussell, superintendent of the Wake schools; and Cashwell.

STATE SCHOOL FACTS

MAY, 1968

1967 Graduate Follow-up Shows Many in Two-Year Colleges

The number of students graduated from North Carolina's high schools fell from 66,181 in 1966 to 65,009 in 1967, according to the 13th annual *Follow-Up Survey of High School Graduates* just completed by Statistical Services Section of the North Carolina Department of Public Instruction. The percentage of graduates entering college also decreased, showing 37.31 for 1967 as compared with 38.13 in 1966. This represented a decrease of 981 students—from 25,236 to 24,255.

The percentage of last year's high school graduates enrolled in junior colleges, however, continued to increase. While the number graduated from North Carolina high schools dropped by 1,172, the percentage of those entering junior colleges rose from 8.71 to 9.28.

The percentage of graduates enrolling in four-year senior colleges dropped from 29.92 in 1966 to 28.03 in 1967. This decrease was predicted by William W. Peek, director of Statistical Services, who suggested that a number of graduates are enrolling in institutions located near their homes; many of these institutions are a part of the State's system of community colleges and technical institutes.

The number enrolled in trade, business, and nursing schools also showed a slight decline—less than one percent—from 14.95 percent in 1966 to 14.40 percent in 1967. The percent of students continuing their education beyond the high school level dropped from 53.12 in 1966 to 51.71 in 1967. The percent of those entering military service increased from 4.33 to 4.91. This included 9.6 percent of the males and .38 percent of the females. A total of 20,061 of the 1967 graduating class, or 30.8 percent were reported as gainfully employed. The percentage ending formal education

increased somewhat—from 42.55 in 1966 to 43.38 in 1967.

Broken down by the 100 county and 69 city systems from which information was received, the county systems graduated 22,521 boys and 23,991 girls while the city systems graduated 9,185 boys and 9,312 girls. Girls predominated in both classifications for a total of 33,303 female graduates and a total of 31,706 male graduates.

College enrollment of the 1967 graduating class by number and percent were as follows: senior colleges—9,116 boys, or 28.75 percent, and 9,105 girls, or 27.34 percent;

junior colleges—3,336 boys, or 10.53 percent, as compared with 2,698 girls, or 8.10 percent. In the trade, business, and nursing schools category, statistics indicated a greater number of girls—5,265 or 15.81 percent, than boys—4,094 or 12.91 percent. This relationship also held for the gainfully employed category—girls, 10,253 or 30.79 percent and boys, 9,808 or 30.93 percent.

Greenville City Schools, with East Carolina University within the corporate limits of Greenville,

(Continued on next page)

I. COMPARISONS WITH 8TH GRADE ENROLLMENT, 1962-63

	1962-63 8th Grade Enrollment	1967 H. S. Graduates	% 8th Grade Graduating in 1967	% 1962-63 8th Grade Continuing Education*
100 COUNTIES	68,870	46,512	67.54	32.42
69 CITIES	29,674	18,497	62.33	38.04
NORTH CAROLINA	98,544	65,009	65.97	34.11

1967 Graduates Attending College by Size of Graduating Class

Size of Graduating Class	Attending Senior College		
	Number of Graduates	Number in College	Percent in College
100 or More Graduates	43,781	14,031	32.05
Under 100 Graduates	21,228	4,190	19.74
All Schools	65,009	18,221	28.03
	Attending Junior College		
	Number of Graduates	Number in College	Percent in College
100 or More Graduates	43,781	4,383	10.01
Under 100 Graduates	21,228	1,651	7.77
All Schools	65,009	6,034	9.28

* Does not include Military Service

II. COMPARISON OF FOLLOW-UP DATA, 1956-1967

Year	Total Graduates	Percent Enrolled in:			Total Percent Continuing Education	Percent Entering Military Service	Percent Others
		Senior College	Junior College	Trade, Business Nursing			
1956	38,408	26.48	5.66	5.90	38.04	6.81	55.14
1957	38,581	25.74	5.89	8.35	39.98	8.35	53.83
1958	40,128	27.24	6.37	8.57	42.18	5.33	52.50
1959	42,954	27.44	6.13	8.27	41.84	4.77	53.39
1960	45,291	28.83	6.24	8.54	43.61	4.82	51.56
1961	50,187	30.51	6.38	9.15	46.04	4.85	48.93
1962	48,068	30.54	6.30	10.81	47.65	4.87	47.48
1963	48,480	30.73	5.41	10.91	47.05	4.78	48.12
1964	53,106	31.11	5.86	12.05	49.02	4.05	46.93
1965	67,401	30.82	7.26	13.73	51.81	3.76	44.43
1966	66,181	29.42	8.71	14.99	53.12	4.33	42.55
1967	65,009	28.03	14.40	14.40	51.71	4.91	43.38

III. PERCENT OF 1967 HIGH SCHOOL GRADUATES ENTERING SENIOR COLLEGES (20 Top Administrative Units)

Unit	Graduates	% Enrolled	Unit	Graduates	% Enrolled
Tryon	44	63.6	Greensboro	1,584	42.2
Greenville	318	62.3	Salisbury	304	42.1
Chapel Hill	241	57.7	Burlington	540	41.8
Hendersonville	110	54.6	Wilson City	446	41.0
Raleigh	1,157	53.5	New Hanover	925	40.9
Fayetteville	757	52.5	High Point	680	40.8
Asheville	679	45.4	Lumberton	226	40.2
Concord	229	43.3	Sanford	217	40.1
Hickory	443	43.3	Lenoir City	160	39.4
Morganton	139	43.2	Kinston	402	39.3

IV. PERCENT OF 1967 HIGH SCHOOL GRADUATES ENTERING JUNIOR COLLEGES (20 Top Administrative Units)

Unit	Graduates	% Enrolled	Unit	Graduates	% Enrolled
Pinehurst	40	35.0	Camden	76	23.7
North Wilkesboro	218	33.9	Morganton	139	23.0
Southern Pines	98	33.7	Rutherford	687	22.0
Reidsville	337	28.5	Pasquotank	327	21.7
Rockingham Co.	202	26.2	Burke	494	21.6
Gastonia	367	25.9	Elkin	99	21.2
Surry	558	25.6	Shelby	316	20.9
Statesville	277	24.9	Mt. Airy	185	20.5
Gaston Co.	1,073	24.5	Glen Alpine	93	20.4
Moore Co.	348	23.8	Cherryville	100	20.0

V. PERCENT ENTERING TRADE, BUSINESS, AND NURSING SCHOOLS (20 Top Administrative Units)

Unit	Graduates	% Enrolled	Unit	Graduates	% Enrolled
Swain	108	35.2	Cherryville	100	24.0
Chatham	471	27.8	Warren	338	23.7
Kannapolis	320	26.9	Monroe	141	23.4
Davie	232	26.7	Vance	93	22.6
Pamlico	187	26.7	Yancey	200	22.5
Fairmont	131	26.0	Rowan	822	22.4
Fremont	27	26.0	Kinston	158	22.2
Davidson	631	25.5	Lee	206	21.4
Chowan	97	24.7	Alamance	782	20.7
Macon	77	24.6	Onslow	599	20.7

VI. PERCENT OF 1967 HIGH SCHOOL GRADUATES GAINFULLY EMPLOYED (20 Top Administrative Units)

Unit	Graduates	% Enrolled	Unit	Graduates	% Enrolled
Anson	229	64.2	Tarboro	189	48.2
Morven	50	64.0	Edenton	74	47.3
Edgecombe	435	58.6	Stokes	271	46.1
Glen Alpine	93	57.0	Randolph	552	46.0
Clay	72	55.5	Halifax	552	45.8
Caswell	298	52.7	Lenoir Co.	455	45.7
Scotland	384	50.0	Cherokee	51	45.1
Madison-Mayodan	161	49.1	Iredell	465	44.7
Alexander	225	48.9	Franklinton	72	44.5
Caldwell	481	48.6	Wilkes	418	44.5

has for a number of years ranked high in the number of graduates enrolling in senior colleges. In 1967, with 62.3 percent of its graduates in four-year colleges, Greenville ranked second only to Tryon. Chapel Hill ranked third, followed by Hendersonville, Raleigh, and Fayetteville. Fayetteville, which recently acquired a senior college, reported 52.5 percent of its 1967 graduates enrolled in four-year colleges.

Pinehurst leads the State in the percentage of its 1967 graduates enrolled in junior colleges, increasing from 19.0 to 35.0. Southern Pines, site of Sandhills Community College and also located in Moore County with Pinehurst, took third place in this category. (Pinehurst and Southern Pines are now a part of the Moore County school system.) The Southern Pines percentage for 1966 was 20.8 while the percentage for the 1967 graduating class was 33.7. North Wilkesboro, also the site of an area community college, ranked second in this category with 33.9 percent of its 1967 graduates enrolled in a junior college.

Swain County, with 35.2 percent, leads the State with the largest percentage of last year's graduating class enrolled in industrial, trade, or nursing schools. Chatham County followed with 27.8 percent—an increase of over six percent from the previous year. Pamlico, now the site of a technical institute, showed one of the largest gains in the State with 26.7 percent, or over a quarter of its 1967 graduating class. Only 12.8 percent of Pamlico's 1966 graduates enrolled in industrial, trade, or nursing courses.

Anson County had the largest percentage of its graduates going to work, 64.2 percent. This system was closely followed by the Morven City system (now merged into the Anson unit) with 62.0 percent of its 1967 graduates joining the rank of workers.

The Appalachian regional commission has approved an \$86,500 grant for the construction of vocational education facilities at the Alleghany County consolidated high school in Sparta.

Tar Heel Programs in Industrial Arts Lag Behind Nation

The Federal government never expected its role to be that of a supplanter of local efforts in public school education, but rather wanted and wants to enrich the educational fare offered, T. E. Guth, State supervisor of industrial arts, told the 10th annual Administrators Conference on Industrial Arts at East Carolina University.

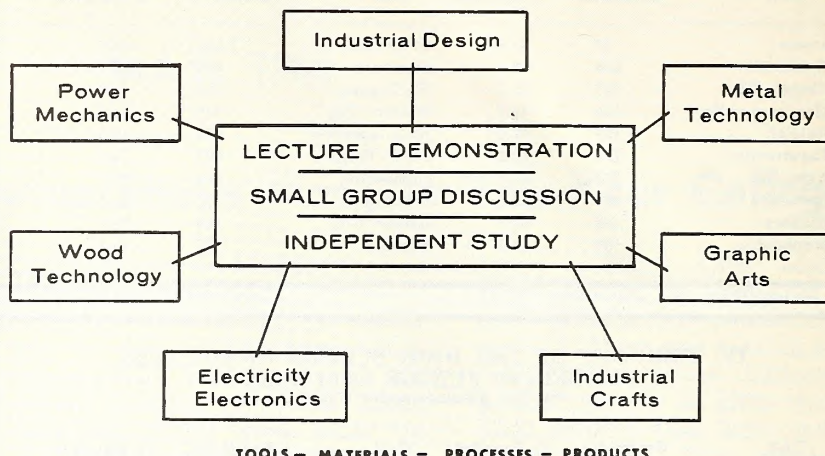
He attributed the increase in Federally-financed programs as one of the reasons for the rapid decline in the teaching of industrial arts (47 percent in the past three years). Industrial arts was defined by Guth as "the only program of public education which has accepted the responsibility of teaching the basic concepts of industry to *all* students." It is a part of general education—opening out and broadening, instead of drawing in and narrowing, as does trade training, he said.

North Carolina is fortunate to have six institutions of higher learning preparing industrial arts teachers, he noted. While crediting North Carolina with an average retention rate of 72 percent of the teachers it trains, he said the "experience with industrial arts graduates is somewhat different." Incomplete records for the past three academic years reveal that 32 percent of the industrial art graduates remained in North Carolina as industrial arts teachers; 44 percent left the State; and 24 percent are teaching in other fields or have left teaching.

"The demand for competent teachers of industrial arts is not diminishing," he said. Appalachian State University had 430 requests for teachers last year. "Many states are meeting their expanding educational requirements with North Carolina graduates."

While the national average for secondary school industrial art programs is 75 percent, North Carolina's average is 21 percent, Guth said. "This indicates that the needs of our students are not being recognized and met. Contrary to popular belief, there should be a wide difference between industrial arts and other 'shop type' activities found in our schools. . . . To force college graduates, educated in a different philosophy, out of field

ORIENTATION TO INDUSTRIAL TECHNOLOGY . . .



. . . IN THE GENERAL SHOP

is an injustice to both the teacher and his students. The product is negative education which is both wasteful and expensive. . . .

"The Vocational Educational Act of 1963 has the same implications for all the states. However, if the current practice in North Carolina of expending Federal funds for specialized education to supplant, rather than supplement general education, is continued, industrial arts will *disappear completely* from the secondary schools of North Carolina."

The application of scientific knowledge—technology—has, until recently, received relatively little attention in education, Guth said. "A main goal of industrial arts is to provide in a school environment a rich offering of experiences. Students experience, understand, and are made sensitive to materials, processes, machines, tools, principles, operations, and work opportunities. . . .

"Today, according to Dr. Seymour Wolfbein, formerly a U. S. Department of Labor specialist, a twenty-year-old embarking on his career will have eight different jobs during his working life, involving seven job changes, giving him an average of a little over five years per job. . . . Since technological developments create change and call for the ability to adapt to

new jobs and skills, a worker must be able to meet changing job requirements if he is to continue to be productive. . . . An industrial arts program can become the students' access to a comprehensive, realistic view of our industrial society. . . ."

Three graduate seminars of three weeks each will be held this summer at the American Freedom Center, Freedoms Foundation at Valley Forge, Pa., during June, July, and August. W. C. "Tom" Sawyer, educational director, said they "can accommodate three or four teachers from North Carolina in each of the sessions and we may have scholarships available for them." Priority on scholarships is given to teachers of social studies in secondary schools.

Shelby city school district voters on March 9 approved the issuance of \$1.2 million in school bonds. The money will be used to build two new elementary schools, expand two elementary schools, renovate another, and to modernize and expand a junior high school.

Forsyth county voters approved \$24,800,000 in school bonds and \$5,000,000 in water bonds in a March 16 election.

Jackson Library Program Among Nation's Top 10

Jackson County Schools, with headquarters in Sylva, received national finalist honors in Encyclopaedia Britannica's 1968 School Library Awards. The award cites the Jackson system for "significant improvement of its elementary school library services" and carried with it national recognition of the system's recent progress.

This year's 10 finalists were selected from entries representing 37 states. Because each state is allowed only four entries a year in national competition, applications from individual school systems in each state are nearly always screened or evaluated by a committee working under the auspices of the state education agency.

Mrs. Janice M. Blanton, library supervisor, traced the progress of Jackson's school library services. In 1965, a school library supervisor was appointed to organize elementary school libraries in a unified manner and to implement a good school library program. Central processing was established and plans were made for gradual extension to all schools by 1968-69. Only two of the county's 11 schools had central libraries in 1965. Today each of the 10 elementary schools has an organized library collection with more than 14 volumes per student. The number of elementary school librarians has tripled in the last three-year period with six professionals presently employed by the system. There is paid clerical help in eight of the elementary school libraries.

The library program encourages children to use audiovisual equipment and materials independently. A summer library program concentrates on these areas. There is a strong program of in-service training; various publications, including a monthly newsletter, are published by the school library supervisor; a planned program for teaching library skills is flexible to the immediate curriculum; and the staff is creating units for specific teaching skills along with multimedia library skills kits.

Superintendent R. P. Buchanan reported that entering the competition "encouraged us to take a closer



R. Paul Buchanan, Superintendent of Jackson County Schools, and Janice M. Blanton, library supervisor, go over some plans.



Mrs. Dorothy Pruett, Miss Mary Jo Hall, and Mrs. Fannie Roper of the central library office catalogue printed and audiovisual materials.



A librarian has more time to offer individual help because of the services rendered by the central library office and the assistance of a library aide.

look at our library program, and, through this self evaluation, to improve areas of library service that perhaps would have become lax." Mrs. Blanton added, "we now feel better able to evaluate our present program and plan for the future

growth and expansion of our library program. By offering these awards, Encyclopaedia Britannica presents a challenge and opportunity to school units all over the nation to see just how progressive their school library programs are."

Agriculture and Home Ec Instruction Goes Modern

As far back as 1903, the North Carolina General Assembly provided for the teaching of the "Elements of Agriculture" in the public schools of the State, and by 1910 the first State supervisor of agriculture education was at work in the State Department of Public Instruction. In 1917 Congress passed the Smith-Hughes Act to promote the teaching of agriculture, trades, and home economics in the public schools. Immediately, North Carolina passed enabling legislation in order to participate in the Federal funding. By 1919 the first State supervisor of home economics had been employed.

Trades

Fifty years after the Smith-Hughes Act, North Carolina has become more industrialized and the teaching of "trades" has become an important part of the vocational education programs in the public schools. What has happened to the instructional programs in agriculture and home economics?

Allied Fields

Vocational agriculture is still teaching youngsters how to be good farmers, but it also has spread into the allied fields of agriculture-oriented job training, according to Charles L. Keels, assistant State supervisor of vocational agriculture. Today, fewer farms produce more food and require fewer farm operators. However, modern farming methods have created more "farm-related" jobs.

Meanwhile, the girls of today—like their mothers and grandmothers before them—still look forward to marriage and running their own homes. Consequently, home economics—except for modernization and a shifting of emphasis—has changed little, says Dr. Catherine T. Dennis, State supervisor of home economics. Modernization has meant broadening the subject area for efficient home-running in today's fast-paced world; the change in emphasis is to maintain a close family unit in today's complicated society.

Vocational Agriculture

A total of 41,972 students are enrolled in 18 vocational agriculture courses being offered in our secondary schools during the academic year just ending. At the ninth grade, students are offered an exploratory course which examines the various aspects of agriculture. A second such course is offered in the 10th grade after which courses for the 11th and 12th grades are designed to develop definite competencies in chosen fields.

During the 1966-67 school year, nearly 25,000 boys and girls in the 9th and 10th grades were enrolled in the two basic courses offered by vocational agriculture. There were 5,921 enrolled in agricultural production which includes farming, farm management



The girls in this cooking class, like their ancestors of 50 years ago, look forward to running their own homes.

and ranching, as well as training for vocations as hatcherymen and custom workers. There were 376 enrolled in classes dealing with agriculture supplies—including career training as garden center and grain elevator employees, custom applicators, and seed salesmen.

The 4,734 enrolled in agricultural mechanics were receiving training suitable for agricultural machinery dealers, service center operators and employees, farm representatives in electrical companies or cooperatives, and soil conservation aides. The 488 students enrolled under the banner of agricultural products were planning careers as inspectors or graders, butchers, livestock buyers, or processors of meat, frozen food, or milk.

(Continued on next page)



How to raise good corn, cotton, or 'what have you' was about the only concern of the agriculture student of yesteryear.



The forestry students at left learn how to measure the lumber yield from a tree crop. At right, students learn about agricultural machinery and equipment.



Horticulture

Ornamental horticulture claimed the interest of 3,025, including nearly 1,000 girls. These students were studying to be nurserymen, florists, landscape aides, golf course employees, arborists, gardeners, or greenhouse operators. The 628 students in the forestry program were training for such jobs as saw mill operator, Christmas tree grower, lumberman, logger, or park employee.

Occupations

Home economics in the secondary schools does contain some occupational training, Dr. Dennis pointed out. There is also some on-the-job experience provided. Most of these girls are not over 17 or 18 years of age and they usually work under the direction of a more mature and experienced person. For example, a girl might be a salad maker, a behind-the-counter girl in a cafeteria, or she might be a diet aide in a hospital—preparing trays under the direction of a dietitian. "I say 'girls,' but actually all classes are open to boys as well," Dr. Dennis said.

In the sewing line, a girl might decide to have a

home shop, do alterations in a store, or go into a garment manufacturing production line. Speed and efficiency in housework are taught in management aid courses and many graduates find work in hotels, motels, and private homes. A good program of child care and management is now under way in some high schools.

Working Women

Dr. Dennis said that home economics has been broadened to include improvement of the home surroundings—both inside and out, care and construction of clothes for all the family's feminine members, food services, social amenities, and newer methods of food conservation. With more women leaving the home for the working world, there has been more emphasis placed on relationships, she said. Most high schools today teach child development, clothing and textiles, consumer education and family economy, family relations, foods and nutrition, family health, guidance, and housing and furnishing. However, the emphasis will vary from community to community, depending upon the need.



The students at left are shown in a school greenhouse laboratory during a class in horticulture. At right, two students receive on-the-job experience as service center operators.



'Something happened to me today...'

By Mrs. Dianne Markham

"Something happened to me today that has never happened before. My first grade pupil knew a word that I didn't know. Oh well, just 'cause you're a teacher, you can't know everything!" said Johnny, a sixth-grader, who is a junior teacher.

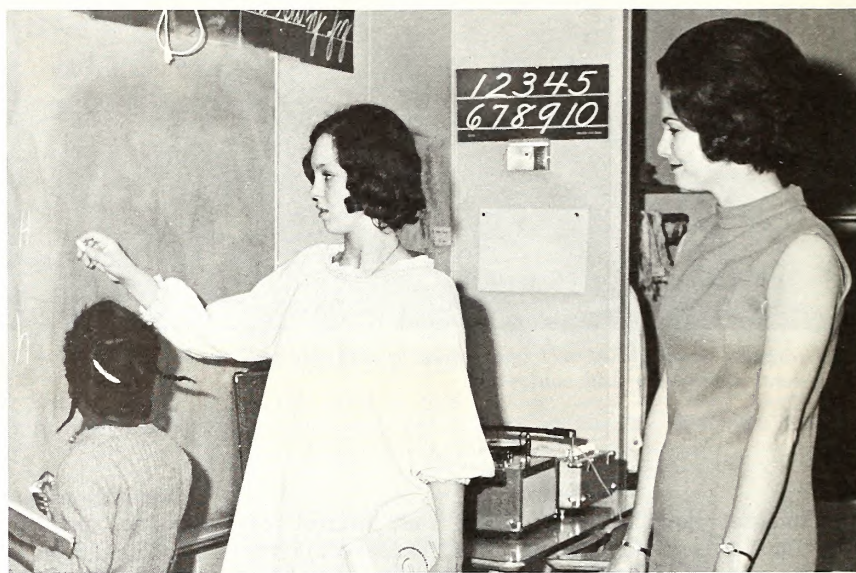
If Johnny only knew how much truth there was to his statement! In fact, a teacher does not have to know all the answers to be successful. This is how it all began—the Junior Teaching Program at Carrboro Elementary School in November 1967.

Junior teaching is not a new idea; however, it has been used primarily with high-achieving pupils assisting younger pupils with learning problems. The results are certainly commendable, too.

In the ESEA Reading Program, the children are not high achievers, but they do have potential. Many of them have missed getting the basic skills necessary to good reading; consequently, they have lost the *desire* to learn. Someone once said, "The *desire* to read is the motivating force that leads to reading." My goal was obvious, and the Junior Teaching Program has really helped achieve this goal.

First of all, I presented the idea to my students in the sixth grade. They were delighted! Through discussions, they came up with all kinds of possibilities for making the program successful and fun, too.

We began with a training session. The children diligently re-



Mrs. Dianne Markham, right, a reading teacher in the special ESEA program under way in the Chapel Hill schools, looks on as a sixth grader in Carrboro Elementary School works with a first grader in that school's junior teacher experiment.

viewed and practiced. They wanted their flash cards to be "just like the ones the first graders used." The sixth graders even used the big pencils and paper to print word lists and write stories for the children. My boys and girls had an opportunity to go back and learn skills they had missed; in fact, they felt a real need to be well-prepared for their new positions as junior teachers.

Making charts of "Teaching Tips" enabled the potential teachers to decide on guidelines for appropriate methods to be used during a teaching session. They began to realize that they would be setting

an example for younger ones to follow. The responsibility made them feel "ten feet tall."

While we were still engaged in the training session, I began to work closely with the first grade teacher. She was very enthusiastic about the program, and her cooperation was invaluable to the initial success we had. Together we were able to "match" the two sets of children. The first grade teacher also gave us helpful notes about her children. For example, "Jane Smith—reading in *We Look and See*—needs self-confidence and work on vocabulary." This information was very helpful to the junior teachers in writing their lesson plans. It was very important to be prepared for each assignment. Evaluations were made after each teaching session. This proved to be very useful to the first grade teacher and to the sixth graders in planning their next session. Constant changes took place in the teaching ideas—variety was enjoyed by all.

The Junior Teaching Program is heart-warming to observe. It is such a natural way for all the boys and girls to enjoy learning. Many friendships have ensued, and we are all convinced that reading is F-U-Ndamental!

Example of Lesson Plan

Junior Teacher:

Date:

Lesson Plan for _____ on _____

- I. Purposes: why are you doing this?
- II. Objectives: what do you hope to accomplish?
- III. Methods: how are you going about it?
- IV. Materials: what are you using with the child?
- V. Evaluation: was your plan successful? Why or why not?
What will you do the next time that you did not do this time?

Superintendent Carroll Says . . .

(Continued from page 2)

policy, a minimum of 85 percent of the students there must be North Carolinians. Hence, the students to whom I allude are largely the products of the public schools of this State.

Within the same five-year period the Scholastic Aptitude Test scores of freshmen at *East Carolina University* improved more than 100 points. From 1962 to 1966, the SAT scores of freshmen at *A & T University*, at *Winston-Salem College*, and at *North Carolina College* advanced by more than 100 points. *These conditions signify achievement. Should we not use the ax handle to call attention to these accomplishments?*

At what grade level did you study solid geometry? Some of us studied it in college. Today, as you know, we usually expect solid geometry to be offered as a tenth grade subject in the high schools of this State.

In what year of your college and university study, if at all, did you study calculus? In the freshman year of college? In the sophomore year of college? Today calculus is offered in a few North Carolina high schools. The number is increasing. *Certainly this condition reflects strength in instruction.*

A few months ago at a District Meeting of the North Carolina Education Association I viewed a display of textbooks. I was attracted to a *psychology text*. The salesman recited for me immediately the high schools in North Carolina using this text. Then, he told me, *the same text is used regularly at Duke University.*

At what levels of your educational experience did you receive fifth- or sixth-year modern foreign language instruction? Today you could receive it in numerous North Carolina high schools.

At what grade level did you study general science? Ninth grade, possibly? Today, as you know, we have science in grades 1-12 with the result that many of the children in the sixth grade have mastered far more general science than you and I may have mastered by the time we completed the ninth grade.

Everyone present doubtlessly knows it is not uncommon for many of our high school graduates to receive *advanced placement* when they enter college. In some instances the advanced placement is extended as far as *sophomore and junior class levels.*

Today, as always, some of the freshman in college report that the work is very difficult for them. It is interesting to observe, however, according to information that I am receiving more and more often, that *some of the freshmen* assert that *they are not being challenged* at the college level because they have already had in high school some of the instruction that is being repeated in college. *What is the real significance of this statement? To what extent has this condition been publicized?*

All students *do not* and *should not* undertake the study of calculus or psychology or sixth-year French or electronics or electricity or shorthand, but for those students who want these subjects *they are available or can be made available.* Children *can* read and *do* read. Children *can* and *do* compute. Children *can* communicate and *do* communicate. Children *do* learn in the public school *who and what the good citizen is.* Youth *can* and *do* learn in the public school how to master machines and mechanisms and develop skills. They *can* and *do* learn through the public schools something about chemistry and biology and physics. Through the public schools children *are given help* in the development and formulation of ideals and standards that help them to live the good life.

Under no circumstances would anybody claim that any public school is doing everything it *might* and *should* be doing, *but I am here tonight to assert, and I believe you concur, that public school educators of this State and Nation can and should reveal ten points of strength in the public school program for every point of weakness.*

Let us not permit the sound of the ax handle to be confused with the noise of the woodpecker. Instead, let's take the solid ax handle, beat upon the trough filled with solid facts reflecting the positive accomplishments of the public schools, and let the woodpeckers continue to peck upon the dead sycamores whenever and wherever they choose!



Australian Here

The vision of North Carolina's educational leaders — particularly in the field of library science—was listed by Alan C. Sherman of New South Wales, Australia, as the reason for including schools of this State on his three-month visit to the United States and Canada. Sherman is a lecturer in library science at Sydney Teachers College in Newtown.

"What I have seen impresses me very much," he said. "You have high standards and are doing what I think should be done. It is particularly appealing to me because we are aiming in this direction." He said school library programs in this State are far ahead of those in Australia and listed as possible reasons "more money and better long-range planning. We are looking ahead to next year while you are looking 10 years ahead."

Sherman studied the facilities and services of the Division of Educational Media of the State Department of Public Instruction during the first week of April. He had previously visited the School of Library Science, UNC-Chapel Hill; schools in the northern part of Nash County; and schools in Chapel Hill. He planned also to visit Watauga High School, Boone; Lenoir Elementary School, Lenoir; the new Lexington Middle School, Lexington; and the departments of library science at Appalachian State University and Western Carolina University.

Promotion Policies

(Continued from page 7)

Finally, what is the cost of non-promotion and failure? It is easy to compute the dollar cost in the current expense budget. During the 1965-66 school year it cost \$467.43 in the county with the highest per pupil expenditure and \$311.54 in the county with the lowest per pupil expenditure to reteach each pupil that was not promoted at the end of the 1964-65 school year. These figures do not include capital outlay expenses, debt service expenses, or the cost to the family to keep a pupil in school an extra year. It is not so easy to compute the cost in terms of human misery and emotional maladjustment and frustration; or in terms of the effect non-promotion has on behavior patterns, interest in school, or attitude formation. However, the costs in these terms are just as real as the dollar and cents cost noted above. They are also the costs society can least afford to pay.

Identified

State Auditor Henry L. Bridges came up with the answer! He identified the driver of the mule-drawn "school bus" used on page 2 of the April issue of the N. C. Public School Bulletin as his father, the late John Bridges of the Wendell section of Wake County. The second boy in the "bus" is now Auditor for the State of North Carolina.

Bridges writes that he claims two records for his family and that they have not as yet been challenged. "One, my father operated the first school bus in North Carolina," he said. "Two, we are the only family having 12 children going to the same school at the same time."

The December 20, 1852 issue of *The State* used the picture and wrote that Mr. Bridges built the wagon especially to haul his own and the neighbors' children to school whenever the weather happened to be inclement. The magazine said he started the practice in 1910. "Along the route he would pick up other children as long as they could crowd into the vehicle," the article said.

EMPHASIS:

Timely Tips for Educators

By Mrs. Gladys Ingle, Librarian, Education Information Library

Designing Education for the Future Series: Three 16mm films resulted from the conference on Planning and Effecting Needed Changes in Education: *Planning and Effecting Changes in Education*, *Planning and Effecting Changes in Local Schools and School Systems in Urban and Metropolitan Areas*, and *Planning and Effecting Changes in State Agencies for Education*. For further information direct an inquiry to Dr. Edgar L. Morphet, 1362 Lincoln St., Denver, Colorado 80203.

Education News, 777 Third Ave., New York, N. Y. 10017. Subscription, \$10 a year. This new concept in education reporting is fascinating reading, though at times its hard news and facts seem to be slanted. Published bi-weekly, its nationwide coverage imparts an amazing amount of news with appropriate and well-placed photographs.

Fantini, Mario D. and Weinstein, Gerald. *The Disadvantaged: Challenge to Education*. Harper & Row, Inc., 49 E. 33rd St., New York, N. Y. 10016. 455 pp. 1967. \$8.95. This is the only book among the many on the disadvantaged that has expanded to include almost all public school children in this category—all who are blocked in any way from fulfilling their human potential. It is a fiery criticism of the "phony school" and "hidden curriculum."

Franklin, Marian P. *School Organization: Theory and Practice*. Rand McNally & Co., Box 7600, Chicago, Ill. 60680. 488 pp. 1967. Cloth, \$8; paper, \$3.95. A realistic and sound approach to implementing changes in staff utilization in the traditional grades 1-12. Comprehensive and practical, this is the only book available that treats in one volume nongrading, team teaching, departmentalization, and other organizational patterns for the traditional school. Dr. Franklin is a professor of education at UNC-G.

Morphet, Edgar L. and others. *Educational Organization and Administration: Concepts, Practices, and Issues*. Prentice-Hall, Inc., Englewood Cliffs, N. J. 07632. 569 pp. 1967. \$8.50. A completely revised and rewritten edition. Should be of interest and value to school board members and administrators.

Trump, J. Lloyd and Delmas F. Miller. *Secondary School Curriculum Improvement*. Allyn and Bacon, Inc., Rockleigh, N. J. 07647. 384 pp. 1968. Two of the nation's leading experts in curriculum development combine their talents and experience to produce an excellent one-volume reference tool with hundreds of practical and creative ideas. Includes a sound operational plan for curriculum improvement and excellent annotated bibliographies.

Student Unrest. California Association of Secondary-School Administrators, 1705 Murchison Dr., Burlingame, Calif. 94010. 86 pp. 1967. \$1.75. (\$1.25 in quantities of 10 or more.) A thoughtful study exploring the causes and possible remedies to a problem that may affect our public schools at any moment. Emphasis is on administrative concerns; more stress could have been placed on student concerns.

Raths, Louis and others. *Teaching for Thinking: Theory and Application*. Chas. E. Merrill Books, Inc., 1300 Alum Creek Dr., Columbus, Ohio 43216. 364 pp. 1967. \$7.25. Raths introduces a thinking theory which has been extensively and creatively researched and can be easily understood. With this book as a guide, teachers and administrators can provide effective instruction in critical thinking.

Schaefer, Robert. *The School as a Center of Inquiry*. Harper & Row, Keystone Industrial Park, Scranton, Pa. 18512. 277 pp. 1967. \$3.95. Discusses theories of reform in teacher education, changing the teacher's work load and environment, freeing the teacher for diagnostic work, and establishing centers for scholar-teachers in which they can continue to learn and maintain relations with colleges and universities.

Younie, William J. *Instructional Approaches to Slow Learning*. Teachers College Press, Columbia University, 525 W. 120th St., New York, N. Y. 10027. 179 pp. 1967. Paper, \$1.95. A worthy successor to Featherstone's *Teaching the Slow Learner*. The author presents the results of his own careful analysis along with insights from recent research.

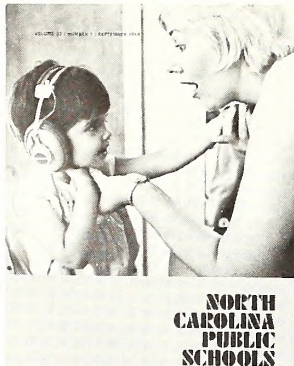
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VOLUME 33 / NUMBER 1 / SEPTEMBER 1968



**NORTH
CAROLINA
PUBLIC
SCHOOLS**



North Carolina Public Schools
Volume 33 / Number 1 / September 1968

State Superintendent of Public Instruction: Charles F. Carroll
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Official Publication issued monthly, except June, July, and August, by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh.

Through the sense of touch, a hearing-impaired child learns that the visible movements of speech are accompanied by a modulated flow of the breath and by vibration. See story on page 12.



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From the Superintendent of Public Instruction . . .

The State Department of Public Instruction is pleased to extend circulation of its official magazine, which was begun in 1936, to the teachers in our public schools.

We are now able to communicate directly with each classroom teacher and guidance counselor, in addition to supervisors, superintendents, principals, librarians, school board members, college leaders, members of the State Board of Education and State Legislature, and other education agencies and organizations.

Enough copies for each school's professional staff are being mailed directly to each principal. The administration office of each school system should be receiving enough copies for distribution to the superintendent, assistant superintendents, unit-wide supervisors, board attorney, and all members of the board of education.

Our mailing list will be further up-dated as soon as information now being collected for the 1968-69 **Educational Directory** has been received and tabulated.

By sharing information and research findings on exemplary or innovative techniques of teaching, administration, financing, and other aspects of education, all of us may benefit from a broader view of the total spectrum of school operations. We will be able also to improve coordination, efficiency, and economy of the State's educational program through the pooling of our individual resources.

To maintain a closer view of school operations throughout the State, we rely on YOU to help keep us informed of salient news or novel features of your school programs from which other schools in the State may profit. YOUR contributions are essential if this magazine is to serve as a meaningful channel of communications. Please send us your news, views, suggestions for articles, and your ideas for improving this magazine. We sincerely solicit your ideas in order to make this publication **more than just another magazine in the avalanche of reading material piling up on your desk.**

Charles F. Carroll



Teachers help Update Curriculum Guides

The pictures on this page reveal just a small sample of the activity under way as outstanding teachers and supervisors from throughout the State assist subject area specialists in the State Department of Public Instruction develop new curriculum guides.

At top, **Social Studies, 1-6**, May Parrish, Greensboro; Mamie Alston, Durham; Homer Lassiter, State elementary supervisor; Carrie Venters, Washington; and Peggy Tesh, Winston-Salem/Forsyth.

Top right, **Consumer Mathematics** (for non-college bound seniors), Margaret Perkins, Elon College; F. W. Stanley, Moore County; Rachel Amick, Alamance County; Minnie Blakely, Raleigh; Doris Ellington, Wake County; and Cleo Meek, associate State math supervisor.

Center right, **Literature, K-3**, Karen Hodgdon, Raleigh; Elsa Woods, Durham County; Julia Saunders, Seversville Center, Charlotte.

Bottom right, **Mathematics, 1-6**, Clyde Phillips, Lumberton; Faith Thryft, Raleigh; Nina D. Clark, Asheville.



Superintendents Conference '68



Among the conference speakers were, at left, Washington, D. C. Attorney Jerry D. Williams; top, State Commissioner of Revenue I. L. Clayton; and, bottom, USOE Deputy Associate Commissioner for Elementary and Secondary Education B. Alden Lillywhite.

The event was the four-day conference held each July for school superintendents; the place was the campus of Mars Hill College where the meeting (which originated in the mid-30's) has been graciously hosted for the past 20 years. The theme was "communicating" and State Superintendent Charles F. Carroll set the tone in his greeting as—referring to the performance of the Governor's School Concert Orchestra the evening before—he traced how a symphony production parallels "perceiving, designing, and executing the component parts of a total school system."

Dr. Carroll pointed to the interdependence of each section of the orchestra in urging superintendents, as first-class conductors, to be more attentive to organizing and balancing administrative and supervisory staffs. He urged more discrimination in selecting and preparing the score; deciding **what** is to be taught and **how** it is to be taught. He stressed the need for concern with audience reaction and participation—an audience which consists not only of students but a variety of publics. "In our situation we are expected to assume considerably more initiative than does the conductor in persuading the public that quality has its price," he said.

The keynote speaker asked, "Is there any wonder people lack understanding of what is going on in our schools?" Dr. Richard Gray of Madison, Wisc. heads Project Public Information, a national Title V, ESEA effort to strengthen public information programs and services in state departments of education. He observed that educators are poor communicators, unable to get their message across; many hesitate to use the services of communications specialists, seeing this as a propagandizing technique.

Gray, an educator with a background in journalism, reported seeing many audiences "lulled to sleep" by educators who speak in a language meaningful only to other educators. "We subject ourselves to the dulllest kind of publications and when someone comes along and wants to brighten them up, we say it looks too

expensive, is too simple, or that educators don't talk that way." He said graduate schools of education do little to help educators with their communication problems; he charged that in hours and hours of educational courses, a future superintendent receives little to help him make a speech or solve public relations problems. "When we do find a course being offered, most often it is taught by someone in education, rather than in communications—like the blind leading the blind."

The trend in America, he said, is to report education on a crisis basis because press, radio, and TV give the beat to general assignment reporters experienced only in covering such things as crime and political events. Educators were urged to bring about better reporting by the mass media. "We need to go see the publishers and editors of newspapers and broadcasting managers and say, 'Why aren't you reporting education?'"

Instead of being embarrassed by the poor exhibits education puts before the American public, school districts should pool their resources and take a lesson from industry—first-rate stuff for a first-class institution, he added. "And too long we have ignored one of the greatest audiences in America—our students." The why and how of education should be taught from the elementary school upward "just as we teach about the fire and police departments." He discussed high school student involvement projects and offered to make guides available. (See back page of last January's issue of this publication.)

"Because of the communications gap, the public does not realize that many of the innovations and improvements they are demanding are already taking place in our schools," Gray declared. To communicate with the disadvantaged, he said, you must go where they are. One minute half-time talks before cockfight and wrestling match audiences in Hawaii did more to reach the parents of disadvantaged children than "all their back-to-school efforts had



Starting at the 5:00 position, below, and reading clockwise: featured speakers, Florida Superintendent Floyd Christian, left, and Project Public Information Director Richard G. Gray; Controller A. C. Davis and Deputy Attorney General Ralph Moody; State Superintendent Charles F. Carroll and State Elementary Education Supervisor Madeline Tripp at the piano; Associate State Elementary Education Superintendent J. E. Miller and Mrs. Miller; Raleigh Superintendent Conrad L. Hooper, Dr. Craig Phillips of Greensboro, and Cabarrus Assistant Superintendent Joe N. Fries. In the 12:00 position, Dr. and Mrs. Carroll; in the center spot, Associate State Music Supervisor Ruth Jewell leads the assembly in song.



done in three years." Asserting that there are many ways to communicate which cost little money, Gray urged his audience to learn to communicate in new ways; "use music, the theater, puppets—even comic books, if need be."

Floyd T. Christian, Florida's state superintendent, concurred that failure to communicate is a major factor in the failure of education to gain the full support of patrons and taxpayers. He cited poor communications—and misinformation—as a major cause of the walkout last year of 25,000 of his state's approximately 60,000 teachers. "Florida's teachers were fed up. They were tired of legislatures which had failed to provide adequate funds at the state level for education," he said. "You cannot take the position in North Carolina or any other state that what happened in Florida couldn't happen to you. It can—and you must be prepared for it."

"America's teachers insist on being heard, on being recognized as professionals, and on participating along with the school administrators and the school board in making decisions that affect both the operation of the schools and the teacher's own economic welfare." He pointed out that communication is not concluded when knowledge is disseminated. Communicating is more than just telling; it is also listening to what people have to say.

B. Alden Lillywhite, USOE deputy commissioner for elementary and secondary education, said that "proof of performance" is something the American public has a right to expect of educators. "Accountability means a good deal more than letting the public know where the money goes. What the electorate wants to know is what sort of returns are being obtained from specific investments."

Jerry D. Williams, Washington, D. C. attorney representing North Carolina school systems in civil rights litigations, told the superintendents that it is a mistake to present a desegregation plan with the comment, "This is all the community will accept." He also urged them not to sit back and let the courts write their plan.

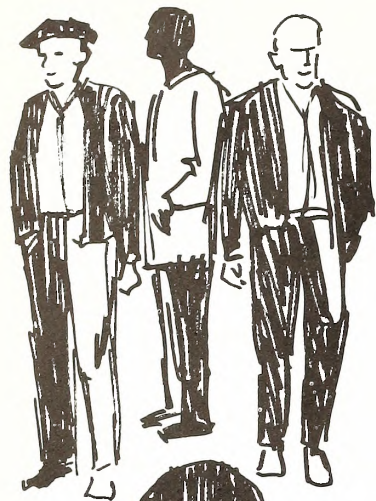
"Come forward with good reasons why your proposal is better financially, educationally, and otherwise."

The attorney advised the school administrators to work patiently and positively, reflect their desire to comply with the law, communicate with the public, and establish meaningful relationships with the communities of both races.

State Commissioner of Revenue I. L. Clayton said the demand for money before the 1970 General Assembly will be the greatest it has ever been and he predicted appropriations of at least \$3 billion. "When you ask for money for education, members of the Legislature are most likely going to ask you where you expect them to get it," Clayton said. Observing that he was not advocating any of them, the commissioner discussed three possible new sources of revenue.

A one percent additional sales tax, on items currently taxed three percent, would raise \$60 million a year—or \$120 million for the biennium. Forty-nine states tax tobacco with the most popular rate being eight cents on each pack of cigarettes. At five cents per pack, the intake here would be \$25 million. Only three states have a bottled drink tax; in North Carolina this would bring in \$15 million annually.

A. C. Davis, controller for the State Board of Education, revealed that 1,243,000 pupils, an increase of 24,000 are expected to be enrolled in the public schools of the State in 1970-71. The Board has submitted an "A" budget request for the 1969-71 biennium of \$846.3 million—an increase of \$55 million as \$93 million represents retirement and social security costs not previously included in the department and agency budgets. The "B" budget requests, under consideration for the past several months, "compose a forward and progressive budget and will be by far the largest request for improvements in standards and levels of operation that has ever been presented to the General Assembly," he said.



Retarded offenders receive help



The Division of Vocational Rehabilitation of the State Department of Public Instruction has extended its services inside North Carolina's prison system. In cooperation with the Department of Correction, the division is working with mentally retarded, youthful offenders at a special center in Maury.

M. H. Maxwell, supervisor of this Correctional Rehabilitation Center, points out that rehabilitation of the prisoner while he is incarcerated has long been recognized as an important element in crime prevention. National figures reveal that the majority of crimes committed today are by youths of an average age of 15. Educational and vocational training programs for youthful offenders are on the increase in this State—many of them cooperative programs involving institutions in the State's Community College system. However, Maxwell says, "the mentally retarded inmate presents a special problem, for there is no effective training program geared to his needs."

There are approximately 1,000 mentally retarded inmates who qualify for the program at Maury. In order to get a general cross section and to serve those who might profit most from evaluation and training at the center, the process of screening and selection is done by a committee from the Division of Vocational Rehabilitation and the Department of Correction. At the present time, 30 youthful inmates are in the program, which is comprised of referral, orientation, evaluation, guidance and counseling, training, pre-release, release, and employment and follow-up.

The program is open to male felons between the ages of 16 and 21. Only first offenders are taken. The center's rehabilitation team is composed of the supervisor, a rehabilitation counselor, a job placement specialist, a job evaluator, three vocational trade instructors, a rehabilitation aide, a special education teacher, and a stenographer. During orientation and evaluation a comprehensive study is made of the individual's behavioral, educational, and vocational needs. As early as possible, the counselor visits the

inmate's hometown for a social history which results in a total picture of behavior inside and outside prison.

Vocational trades taught at the present time are brick masonry, carpentry, and cooking. "Each is broken down into minute elements of study to insure that the inmate will learn the fundamentals of the trade chosen," Maxwell said. "Probably the most amazing factor is when these retarded individuals, who have never done constructive work, learn that they do have abilities which have been unidentified, and that they now have the opportunity to master certain trade techniques. Their mastery is slow in comparison with the average student, but it compares well to other students of similar abilities."

To date, all inmates who have been discharged or paroled from the center have been placed on a job the day following release. Their average wage is \$1.45 per hour.

Maxwell notes that an inmate who is returned to society as a productive citizen will pay for his rehabilitation tenure through the taxes he pays and through the taxes he saves the other citizens. He added, "the dividends accruing to these individuals by being able to lead useful and productive lives is of even greater importance than the dollar and cents value."

Maury prison camp is a temporary location for the center. It will eventually be moved to the old Pitt County detention unit at Greenville. At the present time, the center is financed by 90 percent Federal funds and 10 percent State money. After three years of operation, financing will become 75 percent Federal and 25 percent State. The Department of Correction, Maxwell said, will eventually establish similar centers throughout the State.

VOCATIONAL INDUSTRIAL CLUB WINNERS

Three out of the four State entries in the National Leadership Conference for Vocational Industrial Clubs of America, held in Oklahoma City, came back as winners. Sandra Ferguson, Tuscola High School, Waynesville, took a first place award in the national cosmetology competition with Wanda Aldridge as her model. Independence High School, Charlotte, boasted two second place winners: Pat Flowe, job interview contest, and Linda Williams, parliamentary procedure competition.

James Smith, Second Ward High School, Charlotte, was elected the organization's national treasurer.

Membership in North Carolina Vocational Industrial Clubs totals almost 10,000—the second largest state membership—and national representation from 35 states is over 62,000 members in the three-year-old organization. Thirty-one student contestants and State and regional officers were in attendance at the annual convention.

INTERNATIONAL SCIENCE FAIR

Three high school students from North Carolina received honors for their entries at the International Science Fair in Detroit, Michigan. The North Carolina Academy of Science sponsored the trip for the State representatives.

William H. Cobb, III, Grainger High, Kinston, took second place honors with a \$75 "Wish Award"; he also received an honorable mention plaque from the American Society for Microbiology. His project was an exhibit from his "Physiological and Histological Studies on the Effect of *Agrobacterium Tumefaciens* on Sunflowers and Mice."

Charles Pattison, Grainger High, placed fourth and received a \$25 "Wish Award" and a certificate from the American Institute of Mining, Metallurgical and Petroleum Engineers. His project was "Spacing in Rhythmic Precipitation."

Julie Storie, Statesville High, Statesville, received an honorable mention plaque from the American Society for Microbiology for her project to determine why black rot fungus, which attacks apple trees, reproduces only during the daytime.

north carolina students receive honors

PRESS ACHIEVEMENT

The All-America rating from the National Scholastic Press Association has been achieved by New Hanover High's **Wildcat**, the school newspaper. In addition, **Wildcat** received the Columbia University Scholastic Press Association's "publication of distinction" award for the third year, and was a first place winner in the Southern Interscholastic Press Association competition. Frances Farmer served as editor-in-chief.

DAR CITIZENS AWARD

A Raleigh girl won the National Good Citizens Award given annually by the Continental Congress of the Daughters of the American Revolution. Sue Ella Iddings, a graduate of Enloe High School, received the award at the Continental Congress in Washington, D. C. The award included a \$1,000 scholarship for study at any school of her choice and a sterling silver bowl. Earlier, Sue Ella won the District Six award of \$10 and the State award of \$100.

The good citizen winner is selected on the basis of dependability, service, leadership, and patriotism, in addition to scholastic standing and answers to questionnaires. The contest has the approval of the National Association of Secondary School Principals.

JUNIOR HISTORIANS RECEIVE AWARD

Models of homes in the North Blount Street area near the Governor's mansion in Raleigh exemplify Victorian architecture. The project will be on display in the Junior Historian Gallery at the Department of Archives and History for one year.



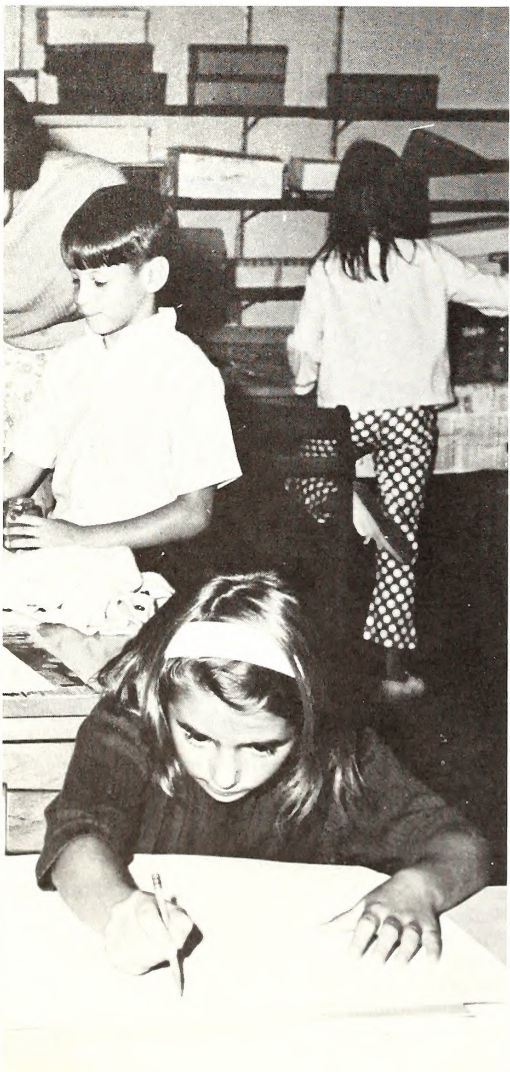
Junior historians at LeRoy Martin Junior High, Raleigh, received the "Special Achievement" award for their efforts in re-creating State history through an exhibit of models of Victorian homes in the capital city. Tar Heel junior historian clubs previously receiving first place recognition in literary or arts categories for two years, and at least honorable mention for one year, are eligible to compete for the special achievement trophy.

The contest is sponsored by the N. C. Department of Archives and History through its affiliates, the Tar Heel Junior Historian Association and the N. C. Literary and Historical Association.

First place award winners in 1968 were **Arts**: Tim Wray, Madison-Mayodan School, Madison, seven North Carolina scenes; **Group Literary**: Silk Hope School, Siler City, "History of Chatham County"; **Individual Literary**: Beth Clifton, Garner Elementary School, Garner, imaginative "Diary of Charles Stewart."

Honorable mention award winners were **Special Achievement**: Harrisburg School, Harrisburg, history of early industry in Cabarrus County; LeRoy Martin Junior High, Raleigh, comprehensive scrapbook on State history materials; **Arts**: Silk Hope School, Siler City, model of Chatham County courthouse; **Group Literary**: Robinson School, Gastonia, North Carolina historical markers; **Individual Literary**: Charles E. Quinn, Robinson School, Gastonia, "Devil's Walk," a poem.

A Boost for the Arts



1. Symbolic of many summer programs, a teacher's desk cluttered with art supplies. 2. Young artist at work in Albemarle. 3. Bill Pierce encourages physical self-expression in an Albemarle dance class. 4. Harnett children experience the rhythm of language with the assistance of their teacher, Irene Baldwin.

The arts, which often take a back seat in the school curriculum during the regular academic year, were way out front this summer—especially in Federally-financed programs.

Harnett County Schools in an ESEA Title I program used the arts—plus physical education—as new avenues to enhance the language skills of over 700 educationally disadvantaged children. Teaching teams called upon music, art, drama, and physical education to improve the reading, speaking, writing, and listening abilities of the children.

Detailed plans and suggested activities were made well in advance by the two directors (Assistant Superintendents Beaman Kelley and Ivo Wortman), the advisory committee (seven subject area specialists from the State Department of Public Instruction), special consultants (outstanding teachers from other school systems and East Carolina University), and the Harnett system's own supervisors.

Before the program began, teachers and all other involved adults spent seven days together looking critically at themselves; acquiring the diagnosis-treatment attitude; developing understandings of the deprived child, and gaining knowledge of the purpose and pattern of team-teaching and non-gradedness. Teachers (one for every 10 children) spent the next two days studying their pupils' records and making daily lesson plans.





For three days, following the four-week program, follow-up recommendations were prepared for the benefit of teachers who will have the children this fall, further home visits were made where needed, and all aspects of the project were evaluated. Everyone is pleased with the results! The involved children have received cultural enrichment as well as new language skills; the teachers have learned to move away from traditional approaches to teaching children.

Paul B. Fry, director of the Albemarle system's Fine Arts Summer Program, which has just finished its third session, says the summer project has served to strengthen the system's regular winter arts program. It is an ESEA Title III project.

The teaching staff for this fall includes, for the first time, an art supervisor for the system and a beginning program in strings. He said capital outlay items have been purchased through the summer project, which make an expanded winter program possible. "Also, the community is aware that our students can do well in areas not now available to them."

During the three summers of operation, about 90 students have begun the study of violin and other orchestral stringed instruments—laying the ground work for a future string program. Under the guidance of a well-trained drama staff, the potentials of drama in the schools have been presented. "Full utilization of our high school stage with its fine lighting system has been demonstrated," Fry points out. In addition, the participating students have been able to enrich their regular school activities with skills developed in the summer program.

The project has been funded in excess of \$40,000 each summer, providing for a staff of 30 persons. During each of the three summers, approximately 350 students have been enrolled in the elementary and junior high section and about 75 students in the senior high division. They are encouraged to learn by "doing." The curriculum consists of art, drama, dance (including ballet), choral music, and instrumental music (including violin, viola, cello, and bass).

There are trips to museums, choir festivals, and theater presentations in more populous cities. The students also perform each summer for the home folks—concerts, operettas, dramas, stage musicals, choral programs, and art exhibits.

Industrial Arts

Roy F. Lowry / Superintendent of Northampton County Schools

Delois Fisher said, "I thought it would be exciting," and Shirley Jean Greene added, "I wanted to make something for my house." Katie Sue Daniels was already at work on plans to use the jig saw for cutting out a leaf tray for her home. These are three of the seven girls who are enrolled in the industrial arts class at the Gumberry High School; their comments reflect only a sample of the enthusiasm shown by the 163 students enrolled in the industrial arts courses taught by Edward Fields.

An anteroom filled with cedar chests, gun racks, chests of drawers, magazine racks, and many other items attest to the skill and care that have gone into drawing plans, cutting, sanding, and finishing the wood projects chosen by the students.

The industrial arts program introduces students to modern industry and the technical nature of our culture. Students learn about the materials, processes, occupations, products, and the economic necessity of industrial creations. They draw plans and become familiar with processes that include conventional lines, dimensioning, lettering, geometrical construction, and the care of delicate drawing equipment. Fields said, "The first time I saw a set of drawing tools in college, I thought they were doctor's instruments. These students have an opportunity here in high school to work with the finest technical tools."

The students work with wood and metals learning to use such terms as **girder, louver, joist, gable, dado, bevel, rabbet joint, and dowel**. They learn glueing, soldering, fastening, welding, molding, casting, and forging. Good workmanship, meticulous care in drawing and fitting, patience, and self-discipline are necessary. Fields noted the good behavior of the students in his classes.

Comments from students indicate

genuine interest. Lewis Pittman was interested in taking industrial arts because he has always liked to draw and had taken a course in drawing by mail before enrolling in the course. He plans to go into the service with the hope that he may be given some training in drafting. Oscar Earl Jones is another student who has enrolled in an art course by mail and shows considerable talent in drawing. He is undecided about his future, but would consider drafting if he can study beyond high school. Willie Moore, now in his second year, hopes to go to college as does Michael Anderson who would like to study architecture.

Gumberry is one of two schools in the county offering industrial arts. At Northampton County High, 93 students are enrolled in the industrial arts and mechanical drawing classes taught by George Buffaloe.

"Most of the boys," Buffaloe says, "are really enthusiastic about the courses. We have a few who are taking them just for credit, but there are some who have real talent and who plan to make a career in some phase of industrial arts."

The boys themselves confirm this. Norman Parks once thought of becoming an accountant, but after two years of industrial arts he now wants to be a draftsman, combining his love of mathematics and drawing and, incidentally, preparing himself in a field which offers excellent salaries. Mike Davis, who has helped his father in his sheet metal business, wants to study mechanical drawing so he can go into sheet metal work. James DeLoatch, whose father is a carpenter and bricklayer, hopes to become a machinist with study beyond high school at Wilson Technical Institute.

All around the shop one sees evidence of real talent and skill. A beautiful hickory end table has been sealed



Instructor Allen Lawrence of Gumberry High School, right, helps Katie Sue Daniels and Lewis Pittman adjust a jig saw.

and sanded to a rich finish. A gun cabinet, 68 inches tall and made to hold 5 guns, is finished except for the doors into which a student will fit glass panels. Cedar chests, a pine coffee table, and many other projects are in various stages of production. The study of metalwork follows the unit in woodwork.

In the mechanical drawing class, Eddie James—planning to study business administration or production management—thinks that this course will enrich his background for college work and also help him to acquire additional understanding of industrial processes. Jay Watson is interested in civil engineering. He feels that mechanical drawing is not absolutely necessary as background for engineering but that it is helpful in knowing how drawings are made and how they relate to the work of engineers. Many of the boys want to go on to a technical institute after finishing high school.

Whatever a student's plan for the future, or his reason for enrolling in industrial arts, it is a delight to see groups of them engrossed in a learning situation—discovering more about the technical world in which they live and discovering more about their own interests and talents.

A recent article in one of the North Carolina newspapers quoted T. E. Guth, State supervisor of industrial arts, as saying that North Carolina is falling dangerously behind the national average in industrial arts education. "We should have at least 75 percent of our secondary schools offering industrial arts," he stated at an education workshop. "Instead the figure is 22 percent."

In Northampton County, however, 65 percent of the high school students have an opportunity to take industrial arts and those who are enrolled find the courses a tremendous help in their search for direction and purpose.

Humanities Symposium airs agreement, dissent

Diverse in scope and pattern, humanities programs recently begun in a number of North Carolina school systems have the common objective of integrating subject areas usually taught separately in the standard curriculum.

Last spring North Carolina educators involved in these newly developing humanities programs gathered in Wilmington to discuss their agreements and differences and to examine the potentials and pitfalls in the programs. Plans for the sessions were initiated by New Hanover's director of instruction, Jerry Beaver, who, with his colleagues, has been shaping the humanities program in that unit. The symposium coincided with the publication of a position paper on the humanities by the Department of Public Instruction.

Dr. Joseph Bryson, director of extension services at UNC-Greensboro, explained the purpose and function of the humanities in the public school program. Students, Bryson said, must be prepared to cope with problems whose answers cannot be found in any one discipline. The trend has been too long toward narrow specialization, and this specialization fails to yield the satisfactions, perceptions, and understanding that a unified approach to learning affords, he asserted.

Dr. James Stone described an educational approach in which students will be participants rather than spectators and the curriculum will be as relevant as life itself. Stone, chairman of the Department of Education on the University of California's Berkeley campus, stated that this approach will attract a "new breed" into the teaching profession and that a new kind of student will emerge.

Describing his community's program in the humanities, George B. Hettinger of Warrensville Heights, Ohio, pointed out that the humanities program should not be reserved for the academically gifted. Hettinger asserted that there have been indications that average students may derive greater benefits from such an integrated approach than those whose special abilities allow them to achieve a unified, synthesized understanding across subject-area lines without a great deal of direction by teachers.

All participants who presented discussions of pilot programs agreed that



the humanities approach requires a high degree of coordination and exceptional preparation on the part of teachers. However, most of those reporting stated that the enthusiastic response of students was more than sufficient recompense for the strenuous effort involved in designing a new program.

Dividing into nine seminars, the educators shared experiences and criticisms of the various organizational patterns of the humanities programs. Some participants favored a strictly chronological approach; others preferred a thematic approach in which a given theme—perception of evil, for example—might be explored at the same time in literature, music, art, etc. without regard to chronological order.

Some apprehensions about the introduction of the fine arts and folk arts as merely a sort of window-dressing or illustrative material was expressed in several seminars. Questions were also raised as to whether the humanities program might be dominated, in certain instances, by the language arts or social studies staffs. In reviewing their seminars, several participants noted that methods and techniques received much more attention than the content of humanities programs.

Students from the humanities in the New Hanover school system visited with the seminar groups and reacted to the discussions, and the symposium closed with a panel of these students answering questions put to them by teachers and administrators. This student involvement was hailed by symposium participants, most of whom felt that there should be increased emphasis on the participation of students in the planning and evaluation of curricula and activities.

Representatives of local schools who reviewed their system's humanities programs were Dr. Keith Hudson, principal of Asheboro Senior High School; Bob Hanes, assistant superintendent, Charlotte-Mecklenburg; David Talley, supervisor of secondary instruction, Greensboro; Mrs. Vera Melton, educational media director, Haywood County; Mrs. Norma Turnage, director of Title II, ESEA, Rocky Mount; Dr. George Hettinger, assistant superintendent, Warrensville Heights, Ohio; and Vernon Hoyle, chairman of the humanities committee, New Hanover.

A Child gets a Chance

Addison Neal Smith / Associate State Supervisor / Special Education



Mike's parents thought he was an obstinate, unruly child. Sometimes it seemed that he was trying very hard to please; at other times he simply wouldn't listen to them at all. They, of course, became irritated when he didn't respond to their calls at mealtime or their directions to pick up his toys. Tantrums were becoming more and more frequent, and his parents decided it was about time to begin a program of strict discipline.

One day one of his mother's friends suggested that perhaps Mike could not hear very well. She mentioned a clinic that was under way at the local school to test hearing, speech, and vision. Mike's mother was certain that nothing was wrong—except childhood



tantrums and general disobedience; however, since her friend was planning to have a daughter tested, she decided to take Mike, too.

The school clinic was an exciting place for Mike. When his turn came, the therapist put earphones on his ears and began making notations as he reacted to the test. After a little while, Mike indicated that he had a buzzing sound in his ear. The therapist understood what he was trying to communicate, even though his speech level was far below that of other four-year-olds.

The test revealed that Mike had a hearing loss and he was referred to an otologist for a complete evaluation. This specialist diagnosed the hearing loss as severe—possibly due to complications during an early childhood illness.

His parents felt hopeless about meeting Mike's needs until they heard about a preschool special education program for hearing-impaired children which is funded under Title VI of ESEA. They sought and secured additional information through their local school superintendent's office and through the Special Education Section of the State Department of Public Instruction. Since Mike was a preschooler with a hearing impairment, he was eligible for this program, which is among the first in the South to operate as an integral part of the public schools.

Mike received personalized instruction from a specially trained teacher. Only six to eight children were in his class. While the teacher gave each child individual auditory training, an aide directed the others in group activities. All the children were under constant observation and each step of their progress evaluated during the daily classes. More and more problems were overcome as the teachers came to know the children and noted their individual needs.

Along with the other children, Mike quickly learned to wear earphones and to use the other equipment in the auditory training unit which is essential in developing language concepts for the deaf or those with severe hearing handicaps. With a hearing aid, Mike was able to recall some sounds that he remembered from before his illness.

It was the first time that some of the children had received even a glimmer of what the hearing world is like. The teacher showed the children how she made sounds—vibrations of air passing over her vocal cords—and demonstrated proper lip and tongue placement for each different one. Mike and the others learned by imitating her.

Rapport between Mike and his family increased with his progress. His parents gained an understanding of Mike's impairment by meeting weekly with his teachers and their supervisors to discuss his special problems and the progress he was making in overcoming them. Along with other parents, they observed classes and assisted during some of the sessions. As for Mike, he is proud to wear his hearing aid because he has learned that it is the vital link in communicating with his family and friends.

With continued special assistance, Mike will be able to attend the public schools in his hometown. Some of the other children, those with little or no hearing ability, will need to attend one of the State's residential schools for their elementary and secondary education.

One of the major purposes of the preschool program is the appraisal of a child's potential. Dr. Clarence O'Connor, past superintendent of the Lexington School for the Deaf in New York, has said that children with a hearing impairment of less than 60 decibels should acquire good communication skills and basic preparation for life "in regular classes with the normally hearing if the differentials necessary to insure such success are provided, such as favorable seatings, lip reading instruction, special tutoring when needed, and a hearing aid."

Mike is just one of a number of children attending preschool classes for the hearing-impaired now under way in Wake and Gaston Counties. Miss Ruth Angel and Mrs. Delores Hill, supervisors of special education in Gaston and Wake Counties, respectively, have provided leadership in developing the two programs. Both programs were originally organized and supported by parents and local agencies; however, the concern of parents and local school officials resulted in the presentation of program proposals which secured ESEA Title VI funding. Several other school systems have requested funds for similar programs during the 1968-69 school year. It is hoped that eventually there will be such services throughout the State so that all hearing-impaired children may enjoy the opportunities afforded children with normal hearing in our State.



NEWS BRIEFS

MANN RECEIVES AIAA AWARD

Buck Mann, veteran industrial arts teacher at Page High School in Greensboro, recently received national recognition by the American Industrial Arts Association. He is the North Carolina recipient of its Teacher Recognition Award for 1968.

The Man of the Year for North Carolina award and plaque were presented at the 30th annual convention of AIAA which was held in Minneapolis. The award is made in recognition of outstanding service to industrial arts and to the teaching profession.

During his early career, Mann taught history, biology, economics, and sociology and has concentrated on industrial arts for the past 27 years. He has completed 36 years of teaching without missing a day for illness.

SCHOOL UNITS CONSOLIDATE

Merger of school units for 1968-69 has reduced the total number of school administrative units to 157—100 county and 57 city. Gaston County, Cherryville City, and Gastonia City make up the Gaston County unit, and Vance County and Henderson City have been united for the Vance County unit. These mergers became effective July 1, 1968.

WEST SUCCEEDS BOOZER

Dr. Howard Boozer, director of the State Board of Higher Education will leave his post December 1. He will be vice-president of the Regional Education Laboratory for the Carolinas and Virginia (RELVC), which is headquartered in Durham. Dr. Cameron P. West, associate director of the board since 1966, will succeed Dr. Boozer.

Boozer will have general responsibility for all higher education research and development activities carried out by the RELVC. The laboratory is one of 20 in the country.

West was the unanimous replacement choice of the Board of Higher Education. He has been coordinator for the board's long-range planning program for higher education in the State. Before joining the board's staff, West was academic dean at Pfeiffer College where he also taught State and local government courses for 10 years. He received his bachelor's, master's, and doctoral degrees from UNC-Chapel Hill.

ARCHITECT WINS FELLOWSHIP

Marvin R. A. Johnson, architect and design consultant with the Division of School Planning of the State Department of Public Instruction, was one of two prominent North Carolina architects who were made Fellows of the American Institute of Architects at their annual convention in June.

Each year the AIA bestows its highest honor of Fellowship on a selected number of outstanding architects. Of the 22,000 members of AIA, less than four percent have been so recognized. North Carolina now has 17 Fellows.

KELLY TAKES COLLEGE POST

Dr. Perry Kelly, State supervisor of art education, has resigned from the State Department of Public Instruction to assume the duties of chairman of the Department of Art at Western Carolina University. Dr. Kelly was with the Department five years and had served as contributing editor for the national magazine **School Arts**, an art education magazine for teachers, in which he helped bring Tar Heel school art to the nation's attention.

DENNIS RETIRES AFTER 32 YEARS

Dr. Catherine Dennis, State supervisor of home economics, has retired after 32 years of service with the State Department of Public Instruction. Mrs. Ernestine Frazier, Dr. Dennis' assistant, has been appointed to the post.

Mrs. Frazier has been with the Department for seven years. She is a graduate of UNC-Greensboro where she majored in home economics education and she received her M. S. there in housing and management. She was a teacher in the Goldsboro and Durham schools as well as at Ohio Wesleyan University.

EVANS NAMED DIRECTOR OF CSIP

Mrs. Mary Evans, former superintendent of Dare County schools for 15 years, has been named director of the Comprehensive School Improvement Project (CSIP). She has been North Carolina's coordinator for the Regional Curriculum Project, Title V, ESEA, for over two years. Mrs. Evans received her AB degree in English at Duke. She taught nine years and served as a principal before her appointment as Dare superintendent. A total of 176 schools and 181 teaching teams in 110 of the State's school systems will participate in the CSIP program during the 1968-69 year.

SCHOOL OF ARTS VACANCIES FILLED

Governor Dan Moore has appointed three new members to the Advisory Board of the N. C. School of the Arts to fill expired four-year vacancies: Jean Dalrymple, permanent director of the New York City Center Theater Co.; Helen Hayes, "First Lady of the Theater"; and William Schuman, a composer and president of Lincoln Center. They will join the nine other members of the Advisory Board which was first appointed by former Governor Terry Sanford after the 1963 State Legislature established the School of the Arts.

FOREIGN LANGUAGE CONFERENCE

"The Pendulum Swings" will be the theme of the annual Statewide Foreign Language Conference scheduled for October 18-19, according to Mrs. Tora T. Ladu, State foreign language supervisor.

Major speakers will be Dr. George Smith, head of the foreign language department for Houghton Mifflin publishing company, and Dr. Howard Nostrand, Professor of Romance Languages at the University of Washington. Nostrand is author of the only exhaustive study on French culture, **French Culture and Society in the Twentieth Century**; the work is the result of a research project sponsored by the U. S. Office of Education. A new publication prepared by Mrs. Ladu, **Teaching for Cross-Cultural Understanding**, will be distributed and discussed at the conference.

Headquarters will be the Sheraton-Sir Walter Hotel in Raleigh. Over 300 persons will attend, including college and secondary school teachers, school administrators, guidance counselors, and persons connected with teacher training programs.



SUPERINTENDENT CHANGES

Twelve of the State's 157 public school systems have had superintendent changes since last year and the Federal school at Fort Bragg also has a new superintendent. Including the Federal school, three former Tar Heel principals became superintendents. One of the new superintendents is a former college instructor and seven were former assistant or associate superintendents.

In the list below, the name of the system's new superintendent and his previous position are given first, followed by the name and present position of the former superintendent.

CLEVELAND: Walter B. Thomas, assistant superintendent, Cleveland; replaced Lee C. Phoenix, now assistant superintendent, Gaston County schools.

DUPLIN: Charles H. Yelverton, principal of Southern Wayne High (Wayne County); replaced O. P. Johnson, retired.

GASTON: William H. Brown, superintendent, Gastonia schools, heads merged units of Cherryville, Gastonia, and Gaston County; Hunter Huss, formerly superintendent of Gaston County unit, retired; Jasper L. Lewis, formerly assistant superintendent of merged Gaston County unit, now superintendent of Washington City unit in Beaufort County.

GRANVILLE: Lucious C. Adcock, assistant superintendent, Granville; replaced David N. Hix, who died in December.

HOKE: Donald D. Abernethy, director of student teaching at Pembroke State College; replaced William T. Gibson, Jr., who died in December.

JONES: John E. Rooks, principal of Millbrook School (Wake County); replaced J. W. Allen, now assistant superintendent, Davidson County schools.

NEW HANOVER: Heyward C. Bellamy, assistant superintendent, New Hanover schools; replaced Dr. William H. Wagoner, now president of Wilmington College.

RICHMOND: Dr. William Thomas Bird, superintendent, Thomasville City schools (Davidson County); replaced J. E. Huneycutt, now assistant superintendent, Richmond County schools.

SALISBURY (Rowan County): Harold D. Isenberg, assistant superintendent, Salisbury City schools; replaced J. H. Knox, retired.

THOMASVILLE (Davidson County): A. Derwood Huneycutt, assistant superintendent, Salisbury City schools; replaced Dr. W. T. Bird, now superintendent, Richmond County schools.

VANCE: A. Woodrow Taylor, associate superintendent, Richmond County schools, heads merged units of Vance County and Henderson County; replaced John L. Honeycutt, Jr., superintendent of Vance County, now associate superintendent of merged unit; and W. D. Payne, superintendent of Henderson, retired.

WASHINGTON (Beaufort County): Jasper L. Lewis, assistant superintendent of merged Gaston County unit; replaced Dr. Jack D. Lawrie, now Dean of Applied Arts at the University of Chattanooga, Tenn.

FORT BRAGG (Federal School): Haywood Davis, prior to recent graduate study at the University of South Carolina, a principal in the Lumberton City schools; replaced B. M. Holcombe, now superintendent, Marion City schools in Marion, S. C.



Dr. Charles Carroll, right, presents award to Routh.

ROUTH WINS SANFORD AWARD

Joe Sam Routh—one-time college dropout—dropped back in, finished his education, and made a big splash in the teaching profession through his innovative approaches. As the 1968 winner, Routh is the third person to receive the coveted Terry Sanford award for creative teaching.

Routh began teaching eighth graders in Wendell Elementary School in Wake County two years ago. He was nominated for the award by Gladys Baker, a veteran teacher with 42 years experience. Routh, who teaches social studies, language arts, and health, enlivens his courses with plays written and acted by the students themselves and by centering attention on community problems and activities.

While attending UNC-Chapel Hill, Routh was having a hard time

selecting a vocation when he decided to try working at the Library of Congress in Washington, D. C. After a year, he returned to North Carolina and his father, a member of the Randolph County school board, suggested that he try substitute teaching. He did! Then, giving in to the "inevitable"—Routh has a brother, sister, sister-in-law, and an uncle who teach—he decided to return to UNC for his education degree. Routh hoped to teach in another state where the salaries are higher. Fate chose a different path and Routh decided to marry and settle in Wendell.

R. Jack Davis, Lexington City school superintendent, was named the honorable mention winner. He was nominated by teachers in his local school system.

The award was established from funds donated by members of the teaching profession for Governor Sanford in recognition of his contributions to education. The former Governor requested that the funds be awarded to persons in the education field who contributed outstanding innovative ideas. The program is administered by the North Carolina Education Association and the North Carolina Teachers Association in cooperation with the Learning Institute of North Carolina. A panel of judges is selected from the teaching profession. The winner receives a plaque and a \$400 cash prize. The honorable mention winner receives a citation and \$100.

The 1967-68 awards were presented in Raleigh last May by State Superintendent Charles F. Carroll.

Linguistic approach



Seventh-grade teachers from two schools in Durham County and one in the Winston-Salem/Forsyth system participated in a special workshop during the summer in preparation for inaugurating a dual Spanish-English language arts program in their schools this fall. The workshop was conducted at Meredith College by the foreign language staff of the State Department of Public Instruction.

The approach they used begins with audio-lingual study—to understand and speak a language before reading

and writing it, Mrs. Tora Ladu, State foreign language supervisor explained. The emphasis is on phonology, the science of speech sounds in a single language or in two or more related languages considered together for comparative purposes. "By using the same linguistic approach to English and Spanish, there will be enough carry-over for both languages to be taught more effectively than either one taught by itself," Mrs. Ladu said.

Highlighting the workshop were dem-

onstrations by Miss Margaret Brown of UCLA's Elementary Demonstration School staff (see picture above) and Barry Bostian, consultant from Harcourt, Brace and World, Inc. She presented the linguistic approach to teaching Spanish as developed in **Spanish for Communication** (publication to be released this fall and based on a six-year UCLA national experiment), and Bostian presented the English linguistic methods based on his firm's **Robert's English Series**.



attorney general rules

(For complete copies of rulings, send your request to Division of Publications and Public Information. Please give date of ruling and title.)

Principal's authority to turn students over to law enforcement officers for questioning, June 7, 1968. . . . School authorities stand in loco parentis to the pupils while the children are attending school. Where the parent has not given permission to have the child interrogated while the child is at school, the school authorities may refuse such permission. . . . The school authorities do not have a legal obligation to notify the parent and request the parent's permission to release the student to the investigating officer. However, . . . the better course of action would be to

notify the parent and request permission to release the student to the officer for questioning. . . . This is a matter that should be determined by agreement between the local board of education and the local law enforcement agencies.

Residence requirements, summer school in the public school system, June 8, 1968. . . . Summer school in the public school system is a segment of the public school system and its pupils are subject to the same identical requirements as those who attend the public system during the normal public school year. . . . If a family from Raleigh or Winston-Salem or New York City should go to Wrightsville Beach or Blowing Rock for the summer, the children of such families would not be eligible for admission to summer programs operated by the public schools in the areas of summer residence. Such pupils do not possess the residential requirements to attend the public schools

in these summer areas as required by our statutes. . . .

Authority to operate the public schools on the basis of four quarters or 12 months; grants of State funds for such purposes, June 8, 1968. . . . All school systems of North Carolina . . . have authority to operate year-round programs. . . . State aid from the nine-month school term can be granted to operate year-round programs and this would be true under a four-quarter plan with students attending three of the four quarters. State aid may be distributed over the four quarters. . . . We would doubt that you could operate a system of four quarters of 57 days each with a student required to attend three quarters for a total of 171 . . . G. S. 115-1 provides for a minimum of "one hundred and eighty days of school." . . . We have grave doubts as to the enforcement of the compulsory attendance law for more than the 180 days.

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North Carolina State Board of Education

Raleigh

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NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 33 / NUMBER 2 / OCTOBER 1968



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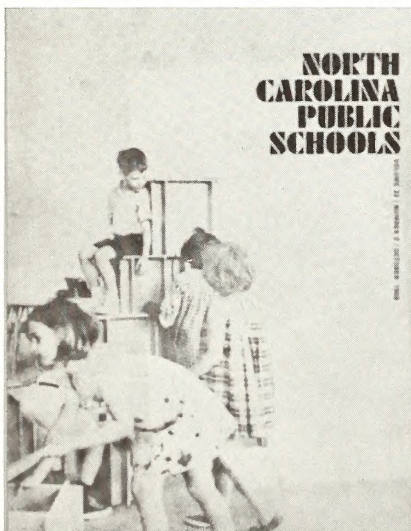
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Official Publication issued monthly, except June, July, and August, by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh.



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Children love to build things from any material they can find. Now, modular furniture is a source of building material for youngsters who stack it and crawl over it, into it, and under it. At Sherwood Bates School in Raleigh, about 100 primary grade children in a

Modular Classroom Furniture for Learning & for Fun

non-graded program have access to such furniture.

The versatility of the furniture, from its ease of storing (all pieces fold flat) to its adaptability as stage scenery, make it a complement to any primary school classroom. The plywood furniture was given to the school by the Macalaster Scientific Corporation to use in conjunction with the school's Comprehensive School Improvement Project. Purpose of the gift was to test its usefulness as furniture and as a creative building material.

"Children can build almost any kind of structure out of it and teachers can use it to create different atmospheres within a classroom," said Mrs. Will Sanders, former principal at Sherwood Bates. "It can be made into a big table for all children to sit around, or a feeling of coziness can be achieved by forming smaller tables. The children take to it like ducks to water. It has

great possibilities for use in creative dramatics."

Modular furniture is a completely new idea and Sherwood Bates is the first school in this State to have and use the furniture on a "pilot" basis. Designed as furniture and for creative indoor play, it can also be used outdoors and is sturdy enough to support the weight of adults. Even the smaller children are able to pick up the pieces and build a chair, a house, a railway car, a tower, or any structure they can imagine.

Though "creative play" is the term Mrs. Louise Tripp, the new principal at the school, uses to describe the activity around the furniture, the children refer to it simply as "fun." Both individual and group play result from use of the furniture. Children learn to play independently as well as cooperatively in groups as they assemble and take apart the furniture pieces.

PRINCIPALS AND SUPERVISORS MEET

Changing Roles

Examined



Principals from throughout the State gathered in three area meetings at Asheville, Greensboro, and Raleigh (August 19-21) and curriculum and instruction supervisors gathered for a Statewide meeting in Raleigh on August 23.

Information presented by the State Department of Public Instruction at all four meetings is reviewed on the following four pages. At left, the first order of business at each meeting was registration. Above, State Superintendent Charles F. Carroll, right, greets two supervisors and Greensboro Superintendent P. A. Weaver, center.

. **evaluation**, providing the guidelines for efforts at improving instructional practices;

. **in-service education**, growth and development of people as they work together to improve instruction; and

. **selection and development of materials, media, and equipment** to facilitate better instruction."

Whatever the size of the staff, there is a need to know what duties and responsibilities have been assigned to supervisors by the superintendent, based on the school system's philosophy and goals. In many local units, she said, administrators and supervisors work together in defining roles, relationships, and services. She emphasized that there is need for a written statement defining roles and relationships, clarifying duties and responsibilities, and listing the services available. "This description of supervisory services from the central office level could be an important part of the handbook for professional staff in your administrative unit."

"Supervisors from the central office staff work with principals, teachers, and other professional staff in curriculum development. Together they plan, design, and evaluate programs. Committees, groups, and individuals work to develop a system-wide program." She said teaching guides need to be developed in order to provide direction to teachers and continuity in learning experiences for children.

The guides serve as a resource of content, experiences, activities, materials, methods, and technique—recognizing individual differences and suggesting ways to individualize instruction; they provide a foundation for all teachers, releasing creativity and ingenuity. Once approved by the superintendent and the school board, principals and supervisors work with teachers to implement the program in the system's individual schools.

In addition to securing, deploying, and coordinating supervisory services in his school, the principal was urged to "facilitate the undertakings planned by and with the staff." She said the principal becomes a creative manager and uses his position to identify the supervisory service from the central office to provide the specific kind of service needed. "He initiates planning and action, provides information, arranges for administrative clearance, and provides leadership in helping groups achieve their objective."

Throughout her remarks, Miss Haigwood stressed the need for effective communications and cooperation. "The principal is dependent upon the supervisory staff to assist him in fulfilling educational objectives. The supervisor is dependent upon the principal to pursue the ideas, plans, and programs to culminate in changed classroom practices."

Services from the State Office Staff



J. L. Cashwell, assistant director of the Division of General Education, told the four audiences that "changes in jobs and job titles that have occurred at both the State and local levels during the past 10 years are indicative of the changes likely to occur in the future; failure to recognize the implications of the changes occurring at either the State or local level will decrease the effectiveness of our work and our working relationships."

With the growth in number and expertise of the local staff, he pointed out, it is no longer necessary for the State agency to maintain, in the same degree, some of the activities of the past. It appears, he said, that the State agency will be more deeply involved in working with superintendents, principals, supervisors, and with unit-wide representative teacher groups—primary teachers, middle-

grade teachers, music teachers, librarians, English teachers, vocational teachers, etc. He reviewed three broad areas which will claim the future attention of the State agency.

Assistance in comprehensive educational planning and curriculum development will include diagnosing needs and planning specific learning opportunities for the retarded, gifted, slow learner, fast learner, and all the shades of difference in between. A legal responsibility is that of developing the broad curriculum framework and course guide with the assistance of teachers, supervisors, principals, superintendents, and college and university personnel.

State assistance will be available to local administrative unit staffs in developing the detailed curriculum and course outlines to aid instruction at the local level; in developing specific day-to-day instructional goals and learning activities to be provided by like teaching groups; in the evaluation of acquisition of knowledge, attitudes, and work habits; and in the use of instructional personnel, equipment, supplies, and auxiliary instructional services.

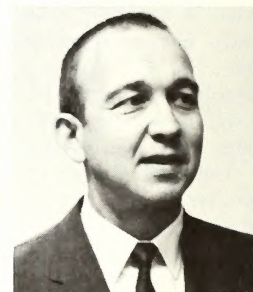
Pointing out that in-service education must become an intimate and continuous part of the operation of schools if instruction is to keep pace with changing learning needs, Cashwell listed "assistance in developing and mounting" such programs for professional development as the second broad area of State concern. Such programs, he said, will be a part of the regular school day and not restricted to summers, Saturdays, or the afternoon and evening hours after school. Good programs will include formal course work, workshops and institutes designed to achieve specific purposes, and individual study.

He listed the third area as "assistance in developing patterns of school organization and plans for staff utilization." The real challenge, he said, "is to learn what works best in a given situation and under a given set of circumstances."

Cashwell said the effectiveness of State agency services will be largely determined by how they are used at the local level. He urged that State services be planned for and requested well in advance of the need; the request include details on the kinds of assistance desired; requests be routed through the administrative unit office so that all similar requests for the same unit can be handled together; requests be directed to the proper division director, rather than to individuals; and, when possible, groups of services be scheduled for the same time.

The emphasis in education for today and tomorrow he concluded, "will be on diagnosing, planning, evaluation, professional development, organizing schools and deploying staff for the purpose of providing individual and challenging educational opportunities for each student. It is the State agency's responsibility to assist you in such efforts."

Communicating with Students



"Much is in print concerning the communications breakdown; however, very little has been written regarding possible solutions. Therefore, the challenge to break new ground is ours as we bring about the greater involvement of pupils in the education process."

Those were the concluding words of Roger A. Schurrer, supervisor of secondary education, as he stressed to principals the need to improve communications with students. The two-way flow of understanding with pupils does not just happen; it is a result of deliberate, conscious, and well-planned effort on the part of the whole school staff, it was pointed out. "Understanding between

pupils, principals, and teachers can be improved by initiating new approaches for involving pupils in a more direct and useful manner in education."

Schurrer asked his audiences to consider the value of school newspapers "which carry last week's sporting events, already bygone news" and asked if the school paper could be made a vehicle for engaging in-depth studies in the issues confronting education. Another approach he mentioned is the introduction into the existing curriculum of a study unit dealing specifically with public education. This unit would utilize current techniques of inquiry; direct observation; primary sources; and dialogue for examining, developing, and projecting issues and activities to improve the understanding of education.

Other means of effecting involvement include the elected pupil council with advisors to develop ways and means to improve the total school and its program; showing the pupils the kinds of schools in the system—visiting other facilities, the up-to-date as well as the out-of-date; advisory committees composed of pupils and faculty, responsible for particular aspects of the program; inviting recent pupils to return—graduates and drop-outs.

Planned Professional Development



Robert A. Mullen, associate director of the Division of Vocational Education, was speaking to principals when he said "the question of priority of time is most likely the heart of the entire matter in planning for yourself a program of professional development." However, many of his suggestions would apply to any professional person in preparing himself for a responsible leadership role in education.

He urged the principal to become more of a generalist through a planned program of visitation with each teacher or group of teachers by subject areas, followed by conferences with the teachers, to gain a more basic understanding of course and curriculum objectives. In small groups, principals could visit schools having promising and innovative programs. They could schedule meetings with the leadership personnel of community colleges in the area so that the educational program can be better understood as a continuum of K through 14.

Mullen encouraged principals to study their communities—the information from public and private agencies—and to get to know those forces which affect the total educational process in the community. And, the principal was urged to involve himself in the long-range planning for all schools in the administrative unit with specific emphasis on the role his school must play in the total plan.

Eight other suggestions were listed. Read other than professional literature—such as **Saturday Review**, **U. S. News & World Report**. Meet regularly with guidance counselors in order to understand the role, function, and problems of pupil personnel services. Join a speaker's bureau, or establish such a bureau, in order to become part of an organized force in the community telling the education story to the people.

Join a toastmasters club in order to improve the ability to project before groups of people. Join and be active in civic club affairs. Plan so that several times each school year staff members can inform the principal about professional meetings they have attended. Through self-study, become proficient in the techniques of creative problem solving by contacting the Creative Education Foundation in Buffalo, N. Y.

Finally, as a manager of the school, it follows that the principal needs to become increasingly proficient in the techniques of

management, Mullen said. "Through self-study the principal may better learn to manage, direct, and control. He better learns the technique of setting objectives, developing plans, executing these plans, and evaluating for success and for re-planning. By studying such books as **Personnel Management**, by Chruden and Sherman and **Business Principles and Management**, by Shilt, Carmichael, and Wilson, the principal may strengthen his role as a manager of people, operations, and processes."

Communicating with the Community



Mrs. Almetta Brooks, director of the Division of Publications and Public Information, told both principals and supervisors that the best way to improve communications is through planned action which starts with written public information policies adopted by the local board of education and widely circulated among the school family and the public. She urged that they be "open-door" policies, allowing public business to be conducted before the public and allowing every member of the professional family to explain the programs in which he is directly involved.

A good public information program, she said, begins with excellent internal communications; frequent staff meetings, unit-wide staff newsletters, up-to-date unit handbooks, etc. "We cannot have effective external communications unless each member of the school family is in on the FULL story as to what is going on in our schools."

Learning new ways to communicate, she said, includes identifying the school's various publics and "tailoring our educational messages to fit their needs—such as reaching the disadvantaged through avenues they can understand. In seeking new ways to communicate, we must look for ways to involve every segment of our community. Looking about us, we see that the schools with the strongest vocational education programs are those which have active citizen advisory committees; and that kind of involvement is real feedback—two-way communications."

Promising Developments



Pointing out that if we are to teach for tomorrow's world, change is demanded, the head of the Division of Federal-State Relations—Dr. Joseph M. Johnston, also called to mind that change must be planned and "we must change in terms of our own needs." He then briefly outlined approximately 20 innovative programs which hold promise for the future organization of schools and the teaching of children. As time and space permits, these will be reviewed in more detail in future issues of **North Carolina Public Schools**.

All four conferences closed after Director of Statistics William W. Peek distributed and discussed the 1968 edition of **A Ranking of School Administrative Units**.



Summer Program serves 1



In addition to academic work, children of migrant workers enjoyed field trips. They observed the behind-the-scenes operation at the post office, had a picnic, visited the Marine Museum at Beaufort, and took a nap. . . well, most of them.



The photographs on these two pages tell more than words about the program and activities for the children of migratory farm laborers during the past summer. It was the second year these educational programs (with funds provided through P. L. 38-750 which amended ESEA) were supported by the State Department of Public Instruction and the number of children served grew from 500 last year to 1,200 this year.

A large proportion of the children served were home-based in Florida; others came to North Carolina from Georgia, South Carolina, Mississippi, and Texas. Some of the children were home-based in this State and were eligible because they had moved with their parents to temporary residences outside their own school districts.

Again, North Carolina cooperated with other states in the migrant stream in exchanging information on the involved children. A record form on each child, containing school and health information, was sent to the education agency in the child's home state; a copy of the form was given to each child to present to the school authorities at the next school in which he is enrolled.

The instructional program placed emphasis on the language arts. Other areas of instruction included arithmetic, music, art, science, physical fitness, and vocational subjects. Kindergarten activities were provided for children who had not previously had



rogram

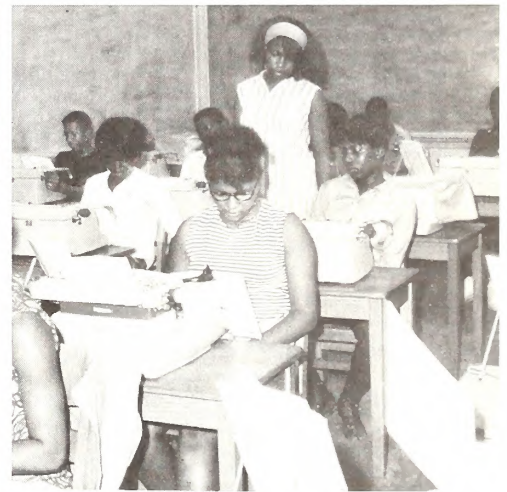
200 Migrant Children

school experiences. In addition, cultural enrichment activities included trips to zoos, museums, post offices, theater productions, and points of cultural and historical interest. There were supportive services in the areas of health, welfare, and nutrition—including referrals to physicians and dentists for correction of remediable defects.

The vocational programs were conducted in the evenings so that the older children could work in the fields during the day. This made it possible for them to supplement their family's income and still have the opportunity to engage in the school program. Vocational subjects taught included homemaking, business occupations, family living, welding, bricklaying, auto mechanics, woodworking, and metalworking.

The programs were conducted in school facilities located near the migrant camps. School buses were used to transport the children. School systems participating were Camden, Carteret, Currituck, Duplin, Haywood, Henderson, Hyde, Johnson, Nash, Pamlico, Pasquotank, Sampson, Transylvania, Tyrrell, Washington, and Wayne Counties, and the Henderson City system. By mutual agreement between the two boards of education, the project center in Pamlico County served the eligible children in both Pamlico and Beaufort Counties.

Vocational courses for older children, taught in school buildings near the migrant camps, included homemaking, typing, and woodworking. At Hendersonville a mobile unit parked near migrant housing facilities provided space for instruction in homemaking and a course in family living within sight of the workers' housing facilities.





For too many years history, the chief discipline of the social studies, has been a study consisting largely of the memorization of meaningless names, dates, and places. It has been a rather haphazard swallowing of facts and the regurgitation of said facts on a quiz at the end of the week, month, or year. Saddest of all, potentially the most exciting discipline in education, history, has become the most disappointing and meaningless course of study.

Perhaps the most important reason for this situation is that students have found it impossible to relate to the subject matter. What is important about memorizing the date 1607 or the title of the first permanent English colony in North America if this is taught only as an isolated event in history? In other words, does such a fact have any relevance to the present—to 1968—to the lives of the people now living, here, in the United States? Which is more important, the event itself or the significance of such an event in the total development of Western man? The student must be approached with the view that such episodes are not merely unrelated events in the long ago and distant past but are vitally significant in that his very philosophy and way of life are in large measure built upon such post-hole events in history. The contemporary student is anxious to know about the present—why it is this way and how it came to be—so that he might anticipate the future. We must relate the past to him in such a way that it will be a meaningful experience in his total learning process.

Until recent years textbooks had the serious fault of presenting history as a straight chronological series of events with no attempt to tie in the present until one reached the final chapter. Texts were often dull and uninspiring, an unpleasant labor for the reader and a desert of despair for educators. Too frequently the

textbook became the only source of information in the classroom and the students spent many hours grinding away, chapter by chapter, toward some meaningless and nameless objective. Teachers, also, relied totally upon the text since there were few, if any, additional or supplemental materials available. Thus the texts became the Bibles of the discipline and the word of the chapter became sacred and indisputable.

Most teachers did not incorporate the most essential feature of education—teaching young people to think—into their courses. Learning was a one-way street: from the teacher to the student in an “I am telling you” method. Students had little opportunity to participate, to debate, to argue, to dispute, to question the motives of historical personalities, to discuss the many results of historical events, or to probe into the reasons for historical prejudices. Students became the blotters of teacher and text—to absorb and nothing else.

With the advent of the 1960's, however, something drastically different has been taking place in the social studies. Here in North Carolina, the Governor's School has been a pacesetter in innovation at the high school level. In working with some of the most talented and alert young people across the State, we have had a chance to try some of the new and exciting projects which many educators throughout the nation have been suggesting. For six years I have attempted to implement some of these novel concepts. I will mention a few of the most exciting experiments and briefly comment on them.

Simulation games are becoming important in the study of history. The term game may not seem appropriate for it often implies “acting out” or a time-killing pursuit. Let me hasten to add that such is not the case with simulation projects. The simulation pro-

SOCIAL STUDIES

as taught at the Governor's School

McLean Mitchell

Mr. Mitchell has taught social studies at the Governor's School during each of the six summers the school has been in operation. He is supervisor of social studies at the senior high school level in the Winston-Salem/Forsyth system and also teaches advanced placement European history in the senior high schools of that system.

ject which I currently am using is called "Dangerous Parallel," an experimental projection based upon the Korean conflict of 1950-1953. The students are divided into six groups, each group representing a separate nation. The nations are known by fictional titles and not by the real names of states involved in the conflict. This allows the students to play roles that are quite similar to those of real-life diplomats, statesmen, advisors, and leaders, but yet it gives them a certain leverage which they would not otherwise have. The simulation provides the students with everything but the actual script. They learn how history is made and only secondarily what history has been made.

A number of outcomes not necessarily in keeping with the historical one must be possible in the simulation in order to give the players a chance to exercise and develop skills in policy making. The players establish certain goals which their "nations" will attempt to achieve and the events which follow test their ability to operate within the range of these established objectives. Usually, in order to achieve these objectives, concessions and negotiations are undertaken by skillful maneuvering in the interaction between players representing the several nations. Through an exhaustive study of economic, social, political, and philosophical conditions, the students are able to discern the tools and techniques of professional diplomacy and strategy.

From 16 to 42 students may participate. They assume titles such as "Chief Minister," "Defense Minister," "Economic Minister," etc. The simulation will probably take two weeks to complete and a thorough debriefing session should follow in which the players can be shown their strong points, weaknesses, suggested alternatives, and relationships between their roleplaying and the real-life situation of inter-state relations.

A second experiment has been in the development of surveys and questionnaires. In these efforts students were instructed in the construction, administration, and interpretation of multi-objective questionnaires and surveys. Specifically, the surveys were designed for immediate response answers in order that the surveyor might gain knowledge of attitudes of those taking the questionnaires. The questionnaires were administered to all students enrolled in the Governor's School and from the results we were able to determine attitudes toward social, political, economic, cultural, and ethical problems.

As part of this project, we utilized the computer center resources where we programmed the responsive data. It was felt that the students should be taught the process of computer analysis since this is such a vital element in our society today and will play an even larger part in the future. Also, by utilizing this center, the students saw the relationship between mathematics and social studies. By concentrating in the area of questionnaire and survey construction and their interpretation, students were given the opportunity to utilize methodology employed by the social scientist—the collection of data. Such a process challenged the student to employ constructive devices which presented evaluative criteria in the most succinct manner. Upon completion, the student had at his fingertips vital statistics which he could then employ in making analytical statements or subjective evaluations about a controlled group.

A third project which was undertaken led to a critical evaluation of the problems of historians in the writing of history. In this effort the students were exposed to several historians and their methods. We first attempted to trace the concepts of historical development as to whether history is cyclical, linear, or chaotic. In this we undertook the problem of "meaning" in history. Next, we attempted to determine whether history was a science or an art. In an effort to understand this problem we looked at the scientific method of investigation and compared it with the historian's method to see if similarities existed. We attempted to determine whether history could be predicted to the exactness of, say, a chemical experiment. A third undertaking was the attempt to understand the role of the historian in his writings. How often does one see the historian in his work, and can he truly divorce himself from his subject? These are attempts to show the conflicting role of objective and subjective analysis in historical episodes. Can the historian be purely objective or must he show his prejudices and discriminations through his writing?

In this third project we attempted to discern the relationship between convergent and divergent thinking in history. It was an effort to open the minds of the students to many avenues of thought toward the same subject and to try to steer them away from such dogmatic assumptions as "if it is in the text, it must be right," "the only cause of this event was. . ." and "the only approach to learning is this." Such a project teaches the youngster to critically evaluate everything he reads and hears.

Another project was the problematic approach to the study of history. We took one problem, revolution, and attempted to analyze it vertically rather than taking the traditional approach of chronological "seek and thou shall find a revolution." We attempted to study causation, development, and finality in revolution—not any particular revolution but revolution in general. Certainly, we used illustrations of past revolutions—the American, French, English, and Russian—but the most important feature was the probing of these questions: "What causes a revolution?" "Why do revolutions become progressively more radical as they develop?" and "Who initiates revolution?" The students can, by understanding causative factors in revolution, relate to present conditions a similar understanding and prepare for it.

Such studies of the problems of history are in most cases quite relevant to the world of today and this must be the subject matter to which our 20th century youngsters are exposed. Failure to do so will lead us to the conclusion that "he who does not know history is doomed to repeat it."

The Governor's School of North Carolina is a fertile ground of new ideas and exciting experiences. It is a once-in-a-lifetime opportunity for 400 young people throughout the State to experience each summer. It is a marvelous chance for teachers who wish to experiment with new and exhilarating ideas.

It is my hope and wish that the Governor's School will become a greater and more influential element in the planning of education to meet the needs of tomorrow. I believe this could be attained by expanding the school into a year-round educational center where not only students from throughout the State may remain in residence for one or two years, but vast numbers of teachers might come from the public schools across the State to spend a few weeks watching a great experiment in education become the pace-setter for the educational needs of North Carolina.

how do you choose books & materials?



A SYSTEMATIC APPROACH TO CURRICULUM ANALYSIS

John Ellington and June Gilliard Associate State Supervisors of Social Studies

All educators are faced, at one time or another, with choosing books and materials for use in classrooms, libraries, or materials resource centers. Sometimes selection of the material is made by a cursory examination or is based on information provided by the publisher. Because of the need for a system to analyze the avalanche of new materials available in the social studies, W. Williams Stevens, Jr., and Irving Morrisett with the Social Science Education Consortium staff have developed the Curriculum Analysis System, a comprehensive and sophisticated taxonomy of questions.

The system is intended specifically for social studies, but it can be easily adapted for use in practically all areas of the curriculum.

Although the system appears at first to be very complicated and time-consuming, the curriculum director, librarian, or teacher who completes the analysis and evaluation of two or three curriculum packages will become familiar enough with the process to employ the system automatically as he continues to look at other materials.

The Curriculum Analysis System is divided into six major headings:

Descriptive characteristics

Responses to the questions regarding author, publisher, content, teaching

time, layout, literary style, field test date, subject area, cost, and durability provide the analyst with a general description of the materials in the curriculum package.

Rationale and objectives

The series of questions dealing with rationale, general objectives, specific objectives, and behavioral objectives enable the analyst to determine the author's purposes in developing the materials. What are the author's assumptions about the goals of education with respect to the individual and to society? What are the author's views concerning how the curriculum contributes to these goals? What are the objectives to be realized in terms of expected student outcomes? What tasks or processes is the student called upon to perform? How is student behavior likely to be influenced after they have completed the materials? Are objectives stated so clearly that this behavior can be readily observed or easily measured?

Antecedent conditions

Do the materials seem to be designed for a specific ethnic group? What specific skills, if any, must the student possess initially in order to use the materials? Does the teacher need any special training, unusual

capabilities, or special teaching facilities to use the material successfully? Do elements exist in the materials that might be particularly attractive or offensive to the community? Can the materials be fitted into the existing curriculum? Answers to such pertinent questions as these help the analyst determine whether or not the materials can be successfully used in the school.

Content

These matters should concern the analyst: How will the content of the material affect the knowledge, attitudes, and behavior of students? What is the author's bias toward concepts, processes, and factual content of the subject? What are the actual cognitive and affective outcomes likely to be? Does the author incorporate values in the materials?

Instructional theory and teaching strategies

What are the author's theories of learning, teaching, and curriculum construction? How many of the following teaching forms does the author employ: exposition, demonstrations, discussion, case studies, seminars, roleplaying, debate, simulation, texts, films, transparencies, laboratory, documents, and programmed instruction. Is there a logical relationship between the learning theories and teaching strategies incorporated in the material? What are the forms and sequence of reinforcement of learning?

Overall judgments

The analyst is now ready to give a personal evaluation of the worth or potential use of the materials under examination. Based on conclusions available from other analysts, researchers, standardized tests, and classroom observations, the analyst can predict with some degree of accuracy the effect the use of these materials will have on students, on other curricula, and on the school.

This system of analyzing and evaluating may be used by those who choose curriculum materials and by those who use the materials. This process of selection should also prove useful to teachers in in-service education programs and prospective teachers in pre-service programs.

Further discussions of this Curriculum Analysis System may be found in the October 1967 issue of **Social Education**, the December 1967-January 1968 issue of **EPIE Forum**, and the February 1968 issue of **Social Science Education Consortium Newsletter**.

Clearing House / for private schools

Every state has authority to supervise the education of its children, including those in private, parochial, preparatory, day, or independent schools. This authority was declared in 1924 by a decision of the U. S. Supreme Court in the case of *Sisters of Mercy vs. the State Board of Education of Oregon*.

To insure all children with at least a minimum educational opportunity, the North Carolina Board of Education has the legal responsibility to determine that the courses of study offered in nonpublic schools meet the minimum standards prescribed for public schools; that the qualifications and certification of teachers in these schools conform to the minimum requirements applicable to teachers in public schools; and that nonpublic schools comply with the State's compulsory attendance laws. The State Board of Education must determine the nature and type of reports to be made by the nonpublic schools and advise these schools concerning provisions of the State law relating to health and safety.

In 1955 the Legislature provided for the establishment of an office in the State Department of Public Instruction to deal exclusively with nonpublic schools. While North Carolina does not have a large student population in private schools, it has pioneered in providing an office at the State level to assure these students of the same educational opportunities

as their contemporaries in public schools. It is significant that many other states are now studying the operation of this office.

The State supervisor of nonpublic schools coordinates the actions of the State Superintendent of Public Instruction, the Board of Education, the local school superintendent, and the local board of education in determining that nonpublic schools are complying with State standards. This State supervisor is available for advice and assistance to the nonpublic schools. To illustrate the varied services available, a random sampling of questions from one week's telephone calls and letters have been listed.

-From parents:

"Could you give me the name of a military school for two boys. . . eight and nine years old?"

"I need to locate a school for a boy with dyslexia. Is there such a school in North Carolina?"

"Someone at the supermarket told me that you could tell me about kindergarten for a five-year-old. . . ."

-From superintendents of local public school systems:

"A lady in our town has opened a private school for her own children in her home. Does this meet State standards for an approved nonpublic school?"

"The parents of a junior high boy with a discipline problem are looking for nonpublic schools outside the State which will take a student doing average to poor work who is not happy

in his present location. Can you help them?"

"Can you schedule a meeting with a group of citizens planning a private school here? They want the institution to be as fine as possible and need to know exactly what the State expects of schools of this kind and the type of assistance they can expect from the Department of Public Instruction."

"A nonpublic school here does not appear to meet fire safety standards. Can your office request an inspection by the Fire Marshal's office?"

-From officials of private schools:

"Must a teacher with an A certificate in Illinois apply for a certificate to teach in a private school in North Carolina?"

"May we hold classes in the second floor of a frame building if we place fire extinguishers at each end of the corridor?"

"Must we use only those textbooks approved by the State Textbook Commission?"

"Is it essential that first grade pupils attend school for six full hours per day?"

"Are there any tax funds available for the use of teachers and pupils in nonpublic schools?"

"May the State art supervisor hold a workshop for the nonpublic schools in our diocese?"

Anyone needing answers for these or similar questions should contact: "State Supervisor of Nonpublic Schools, State Department of Public Instruction, Raleigh 27602." His name is Calvin L. Criner.

Advancement School Finding Answers

Research now going on at the North Carolina Advancement School is providing answers or partial answers to many of the questions which educators and parents ask about underachievers. Dr. John Bridgman, Jr., director of the school, pointed out that the entire staff is aware that one of the school's major responsibilities is that of determining what factors seem to provoke underachievement and what experiences tend to alleviate this condition.

In working with 144 eighth-grade boys, 108 in residence and 36 from the Winston-Salem/Forsyth County schools, it was learned that personality characteristics, for example, are highly correlated with achievement. Underachievers, for the most part, tend to lack a sense of well-being; they tend to be apathetic, uncomfortable in social situations, impulsive in behavior, confused, and lacking in positive self-concepts. They tend to exhibit inability to carry through solutions to problems while, at the same time, they evidence considerable ability to arrive at rather creative solutions to problems.

Data from other investigations revealed that underachievers at the school possessed poor study methods,

that these methods correlated highly with fears which students held about themselves, and that their study methods correlated highly with social background variables.

Research during the spring—including the use of 10 tests and inventories, the preparation of comprehensive case studies, and professional observations—revealed that verbal intelligence is highly correlated with race, education of father, and income of father. Those who scored high on verbal intelligence had fathers who attained higher levels of education and whose incomes were higher than those of the fathers whose sons scored low. White students tended to score higher than Negroes. Nonverbal intelligence was significantly correlated with region of the State, but not with race. High scorers on nonverbal intelligence tended to come from the more populous areas of the State, and their fathers tended to have better incomes than fathers of those scoring low on nonverbal intelligence.

For some time, general research has indicated that underachievers are especially sensitive to pressures which emanate from the home, the school, and

the peer group. This controlled environment, it was learned when a limited number of nonresidential students were enrolled in the school, might not be essential for overcoming certain aspects of underachievement. Further research is being planned in this area as a means of assisting educators and parents throughout the State.

Experimental visits by counselors were made into 51 homes of Advancement School resident students. Nearly all parents commented on positive changes in their sons' attitudes since entering the school. Through these visits counselors gained insights into the background of students and a better understanding of their home-related problems.

Meetings were also arranged for parents of nonresident students; and evidence is available, though nonobjective, to suggest that boys whose parents attended these meetings regularly improved dramatically in their attitudes, in academic achievement, and in emotional behavior relative to their peers and relative to adults in general.

Currently, six research projects are underway at the Advancement School and eight are in the planning stage.

ARCHIVES AND HISTORY MUSEUM MOVES

Preliminary planning for moving the Archives and History Museum from the Education Building to quarters in the new State structure next to the Legislative Building began over two years ago. The actual transporting of an estimated 100,000 items began on August 12. As **North Carolina Public Schools** went to press in mid-September, the move had been completed and Museum officials said a limited school program was about ready to open.

The museum will fill five levels in the new structure—three exhibit floors, one laboratory and workshop, and one research and collection. Actual space in the new facilities is not much larger than that in the Education Building. However, there are other advantages—for example, an auditorium which can be used in the orientation program for visiting school children, better laboratory facilities, and a special storage room designed specifically for oil portraits.

NINTH IN REHABILITATION

Congratulations to the Division of Vocational Rehabilitation, a division of the State Department of Public Instruction headed by Claude A. Myer.

Corbett Reedy, regional commissioner for the Social Rehabilitation Service of the U. S. Department of Health, Education, and Welfare, has reported that North Carolina ranks ninth in the nation in the rehabilitation of the physically and mentally handicapped. With 8,626 disabled citizens rehabilitated during fiscal 1968, this State's rate was 172 persons per 100,000 population as compared to the national average of 104 per 100,000.

SCHOOL OF THE ARTS BEGINS FOURTH YEAR

The North Carolina School of the Arts, made possible by the 1963 Legislature, opened September 9 with an enrollment of 363—six junior high students, 124 in high school, and 233 in college. Students were selected by auditions held before juries of professional artists from each of the school's departments. There are 186 students enrolled in music, 95 in dance, and 82 in drama. All are required to take academic work as well as classes in their major.

VOCATIONAL EDUCATION GROWS

The USOE has announced that more than seven million young people and adults took vocational education courses in more than 17,000 public schools during the past academic year—an increase of nearly one million students over the previous year. North Carolina's part in this: 283,813 students in 719 public schools, an increase of 49,800 students over the year before. This State invested a total of \$36.4 million in Federal, State, and local funds in vocational education last year, 17 percent more than the \$31.1 million figure of the previous year.

The total public secondary schools offering vocational education courses last year were actually fewer in number due to school consolidations. North Carolina is providing \$3 in State and local funds for every \$1 of Federal funds. Also, the Division of Vocational Education points out, the total spent on the entire secondary and post-secondary vocational education program in this State is still 43 percent less than the Federal allocation alone to Title I, ESEA.

47 YEARS AN EDUCATOR

In an interview with an Associated Press writer this fall, State Superintendent Charles F. Carroll reviewed his 47 years as an educator and revealed that, in his opinion, the greatest need of today's schools is "public involvement." The quality of schools in any system, he said, directly relates to the community interest shown in them.

"You can go into some communities where people will not tolerate anything but topnotch education," he said. "Unfortunately, there are some communities where this interest is at a low ebb. The public in these areas needs to become aroused and involved in the schools."

He noted many changes in public education since he began as a teacher in Vance County in 1921. At that time, the state had 3,299 one-teacher schools. Today, there are none. High school enrollment that year totaled 36,169 and high school teachers numbered 1,909. Last year, there were more than 15,000 high school teachers for an enrollment of about 350,000. "We are now offering at high school level a few courses which were offered only at the college level 40 years ago," he said. Educational attainment is increasing at the rate of about one grade level every decade.

He listed as the most profound change, the broadening and deepening of the curriculum; "a program which I call differential education—designed to serve all the children, the gifted, the mentally retarded, and others."

Young Lawyers Offer to Visit Classes

Young lawyers across the State are being enlisted in an effort to familiarize high school students with North Carolina's court system and with points of law which particularly concern youth.

State Senator Robert Morgan, named to head up the program sponsored by the Young Lawyers' section of the State Bar Association, has urged teachers and school administrators to contact their local Young Lawyers organization to arrange for classroom visits and assembly programs.

Special kits are being prepared, with illustrative materials to enhance the effectiveness of the presentations, Sen. Morgan said. These are to be available before the end of October.

"Similar programs tried on a local level have proved highly successful, especially one carried out in Charlotte this past school year," Morgan observed.

The idea of having young lawyers carry the case for law and order directly to youth in classrooms and club meetings was conceived by a group of attorneys from a number of localities who felt that understanding the law and judicial system would help curb juvenile offenses. It was decided that personal appearances by young lawyers would be more effective in "getting the message across" than the distribution of reams of printed matter or presentation of special programs on radio and TV.

"These young lawyers can really communicate with young people," the Harnett County legislator said. "Of course, the success of the program depends on their being invited to speak, and that's where we're counting on teachers and youth group advisors to help."



THIRD GRADERS BECOME MANUFACTURERS

Dr. William R. Hoots, Jr. and Charles R. Ross

Third graders are intent on cutting boards to the correct length for one of their projects.

Dr. Hoots, associate professor in the Department of Industrial and Technical Education at ECU, and Charles Ross, principal of Wahl-Coates Laboratory School in Greenville, coordinate the ECU student teaching program in industrial arts at this elementary school.

Children seldom have an opportunity to learn about the technology which supplies them with furniture, food, clothing, books—all the things they need and use each day. When most manufacturing was done by the local blacksmith, children were able to learn about the technology of the day by watching people at work. Today the child is not able to casually observe workers involved in manufacturing and processing. He has only vague notions about how things are made and what related occupations may be open to him.

With the help of ECU students, children at Wahl-Coates Laboratory School, an elementary school in the Greenville City system, have been learning about their technological environment since 1953. When school opened that year, two industrial arts majors at East Carolina University began an after-school industrial arts program under the direction of Dr. Kenneth Bing, then chairman of the Department of Industrial Arts. They met with the school's teachers to explain the proposed activities and ask that the youngsters be encouraged to attend the first organizational meeting. No children showed up. The two enterprising college students went out to the playgrounds and recruited boys and girls for the first class. Their recruits formed the nucleus of what soon became a group larger than the available facilities could contain.

In 1963, under the direction of Paul E. Waldrop, Jr., the industrial Arts program became an in-school, as well as an after-school, activity. Waldrop began coordinating projects with study units planned by classroom teachers.

The present program is an extension of the programs which preceded it. During the last school year a number of industrial arts activities were carried on in Wahl-Coates School. Pupils built models; they learned about tools and materials; and they learned something about how products are manufactured. One of the most rewarding projects, an outgrowth of a social studies unit, was a study of mass production by third grade classes.

In this activity, which was designed by regular teachers and ECU student teachers, the classes were divided according to the principles of industrial organization. Each third grader would have several jobs at different levels of decision making and production in the total manufacturing process before the project was over. The students became their own board of directors and elected their

chairman and company president. Other company officials were selected and the task of choosing a product was begun. The item had to have consumer appeal (considering third grade students as the consumers), but it also had to be easy to construct. With the aid of the ECU student teachers, a small, wall-hanging flower pot holder, which looked like the front of a bird house, was chosen.

Manufacturing techniques and procedures were developed, including the design and construction of jigs and fixtures necessary for cutting parts and for their assembly. Next, the order of work was established and workers were selected for each job.

The first job was to cut out the various parts. Two students cut the pieces for the front, using a jig to eliminate measuring each piece and to assure that all pieces were the same length. Other pieces for the product were cut in a similar manner.

The second step consisted of sanding the cut pieces in preparation for assembly. From the sanding station the material moved on to assembly stations where all the parts were put together. Step by step, the material moved from one assembly station to another until all pieces were together and ready for hand finishing.

A project such as this has many values for all who are involved in it. ECU students majoring in elementary education or industrial arts education had the opportunity to work with children in an experience which is considered by those who have had it to be a highlight in their professional education. At the same time, the children also benefited from their industrial arts experience.

The third graders learned to cooperate with each other and they developed the leadership-followship abilities necessary to efficient production. While the actual technical processes used in the project were simple, they employed principles similar to the more sophisticated processes used in industry. Because of this experience with mass production, these children will have a degree of insight into how things are made.

The study of mass production included an introduction to the historical development of this type of manufacturing. Through this introduction and a follow-up study, pointing out many automated and computer-controlled techniques of modern production, the children developed an understanding of our cultural heritage and the direction in which our culture is evolving.

Student Teaching for Supervised Credit

Teachers with emergency B certificates who have not been able to participate in an approved student teaching program may take advantage of a plan approved by the State Board of Education in August that is now being implemented in local administrative units.

Teachers will receive credit for student teaching if they teach for one year under the required supervision as outlined in the plan. Where it is possible,

all teachers are supervised by the employing administrative unit. In units where local supervision is not feasible, State supervision is offered. Dr. J. P. Freeman, director of teacher education, explains that "if an administrative unit is providing supervision, all B teachers in that unit desiring student teaching credit for experience must be under the unit's supervision. For obvious reasons, one or two individuals in a unit cannot

request State supervision while all others are under the supervision of the administrative unit."

In the local supervision program, a professional staff member from the unit's central office coordinates and directs the supervision and evaluation of the B teacher's work. This coordinator periodically observes and confers with the B teacher. A professional staff member at the school where the teacher is assigned is designated to advise him and assist him.

Under the direction of the central staff coordinator, conferences concerning methods, materials, curriculum, instruction, etc., are held periodically with the B teacher and the school staff advisor. When several B teachers are in the program in an administrative unit, group seminars are held. In some instances, college consultants are employed to assist with these seminars.

In cases where State supervision is necessary, the program of the B teacher is coordinated by the State supervisor of student teaching.

In both the locally supervised and the State supervised programs, the teacher must be assigned to the grade level or subject area in which A certification is desired, must not be deficient in more than 12 semester hours of work in addition to student teaching, and must show why participation in an approved student teaching program is not possible.

If the work done by the B teacher is satisfactory, she receives credit from the Division of Teacher Education for student teaching.



attorney general rules

Length of notice required prior to termination of continuing contracts of professional employees, June 26, 1968.

"The question arises, what is meant when the statute speaks of notification of the termination 'prior to the close of the school year.'" (Sub-section (b) of G. S. 115-142.)

"The majority of professional school personnel under contract in the public schools are employed for a period of 185 working days. Others, principals, librarians, et cetera, are employed for longer periods. Each such employee is under a continuing contract, that is, the contract continues from year to year unless otherwise terminated as required

by law by one of the parties. The term 'school year' must, therefore, be defined as it applies to the particular individual under contract, which, in turn, depends upon the term of employment and period for which the individual is paid.

"As we interpret the statute and so that it may be uniformly applied to all public school professional employees regardless of the number of working days employed during the year, the phrase 'prior to the close of the school year' means prior to the termination of the period for which the individual was employed. For example, in order to terminate the contract of a teacher employed and paid for a period of 185

working days, except in cases where the teacher must be dismissed immediately and which is not discussed herein, notice must be given prior to the expiration of the 185-day period; a librarian employed and paid for 230 working days must receive notice of termination prior to the last working day for which he was employed and paid.

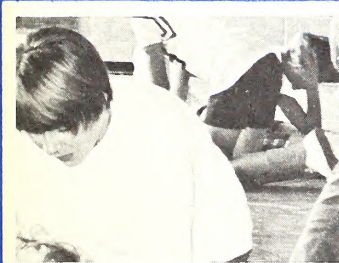
"There may be instances where the individual is employed for ten months and paid over a twelve-month period. For this reason the term of employment rather than the time of payment controls. In instances where the individual is employed for twelve months, at least 30 days notice of termination of the contract must be given."

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VOLUME 33 / NUMBER 3 / NOVEMBER 1968



COVER

When secondary schools consolidate, educators applaud the more comprehensive curriculum made possible for high school students. Many tend to overlook the fact that such consolidations can also mean improvements in the elementary schools of the system. A good example is provided by initiation of a system-wide elementary physical education program in Yadkin County. See story on page six.

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Official Publication issued monthly, except June, July, and August, by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh.



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From the Superintendent of Public Instruction . . .

(Excerpts from a recent address by Dr. Charles F. Carroll)

. . . We in education can find satisfactory solutions to our share of the overall problems of our society if we look at the realities of life in a direct and courageous manner. . . . I ask you to join me in looking into the future. Cheerfully and realistically, what do we see?

I see teachers and administrators becoming humanists—not fact-gathers and fact-dispensers—and concerning themselves as never before with social, economic, and political problems. . . . The eradication of "windowless" schools that are isolated and segregated from the realities of the community . . . more public involvement in public education. More on-the-job education of teachers and administrators, both at the pre-service and in-service levels. . . . Unless teacher education keeps pace, I can see opposition by the professionals themselves to some of the changes that we should effect in the field of instruction. . . .

In curriculum I see up-dating of content—the addition of certain knowledge at the same time that we eliminate a tremendous amount of out-moded knowledge. . . . More individually prescribed instruction in lieu of some of the lockstepping conformity that all too long has stood in the way of individual pupil growth and development. . . . More early childhood education, including kindergarten instruction, a program in which North Carolina heretofore has lagged. . . . As a beginning, over 7,200 five-year-olds are enrolled this very day as kindergarten students for a nine-months term at public expense in the schools of North Carolina. . . .

I see soon the employment of more teachers for year-round service and a rapid increase in the number of students volun-

tarily choosing to attend school on a year-round basis. The merger of school administrative units and the consolidation of schools will continue (in the last 10 years, 17 school administrative units have merged; 300 high schools and more than 170 elementary schools have been consolidated even though enrollments have increased). . . . I see a voluntary grouping of administrative units in order to afford and justify special services in counseling, health, testing, mental health, and other pupil personnel services. . . . More long-term planning for the investment of financial resources as opposed to traditional hand-to-mouth operations . . . and there will come into focus the need to establish priorities. . . .

I see more vocational education at senior and junior high school levels . . . more adult and continuing education. (North Carolina ranks fourth nationally in high school vocational education enrollment; in 10 years the number of high school vocational teachers has increased from 1,400 to 2,700.) . . . I see free pupil transportation in the cities on the same basis as that provided in the counties . . . coordination and simplification of the records and reporting system . . . expansion of the system whereby we provide multiple basal textbooks at the State level.

Looking to the future, I see more teachers in special education (increased from 300 to 1,800 in the past 10 years) . . . teachers of the gifted (0 to 400) . . . full-time guidance personnel (18 to 600) . . . State-paid attendance counselors (0 to 150) . . . non-teaching personnel (1,200 to 5,200) . . . full-time librarians (450 to 1,800) . . . as well as a further decrease in the pupil-professional staff ratio (reduced in 10 years from 26 to approximately 20 pupils per certificated staff member). . . .

Finally, I see the ever-increasing need to bridge the gap between school and community, between educational personnel and citizens-at-large. There is a tremendous amount of misinformation abroad. It is incumbent upon those of us in education to take the initiative in bridging the gap to the end that we shall have the necessary public understanding and support.

Handicapped Finding New Mobility



Through Driver Education Program

Eddie Smith at the wheel of the specially-equipped driver training car in which he qualified for a driver's license.

Driving a car is just about the most important thing in the world to teenagers. To handicapped children confined by wheelchairs, crutches, or braces, the freedom inherent in the operation of an automobile can mean the difference between despondency and happiness. When these handicapped teenagers become adults, being able to drive could mean the difference between a useful life and a wasted existence.

Less than a generation ago, very few Tar Heels had received driver education. Today, driver-training cars with their yellow markers and dual controls are an everyday sight in North Carolina. Indeed, driver education has become a necessary part of the public school curriculum, required by both State and Federal highway safety regulations. And a future step, driver training for the physically handicapped, has already seen a small beginning in North Carolina.

Eddie Smith, a senior at Ligon High School in Raleigh, made history when he drove a car down the highway for the first time. He was, as far as is known, the first severely handicapped student in the State to receive a driver's license after taking high school driver training. Eddie has been confined to a wheelchair since he was stricken with polio at the age of five. Although his legs are still paralyzed, Eddie's mobility has been extended tremendously through hope and determination on his part and the birth of a new driver education activity for the handicapped.

Eddie Smith had long wanted a driver's license but believed his dream an unattainable desire. Attending public school had once been only a dream—it was one that came true, through the help of friends and relatives. If one dream could materialize, Eddie reasoned that another was equally feasible.

As a high school junior, he enrolled in and completed the classroom portion of the driver education program. From there, his dream was in the hands of C. A. Cochrane, coordinator of driver education in Wake County, and John C. Noe, State supervisor of driver training for the State Department of Public Instruction. Both men had long hoped that youngsters like Eddie could be taught to drive an automobile.

A pilot project involving four handicapped youngsters was initiated last spring. It was an experiment to determine if the facilities of the State driver training program could be used to serve youngsters such as Eddie. The project proved successful. At press time, three of the original four trainees had received their driver's licenses.

Among the four was a young friend of Cochrane's, a former athlete paralyzed from the lower rib cage down by a tragic dive into a swimming pool. The boy's infirmity had caused him

considerable despondency. He refused to attend public school and avoided seeing his former classmates. Cochrane reasoned that driving a car could help build the boy's self-confidence. Since completing the driver-training program, the boy has re-enrolled in his old school and is reunited with his former classmates.

There have been no set disability limitations governing who is and who is not eligible for training. Each interested student was investigated to determine if his disabilities would allow him to profit from the project. Of the four youngsters first trained, all suffered from complete or extensive paralyzation of the legs. In addition, one student was hampered by having only partial use of one arm.

According to Noe, "There has to be a review of the limitations and capabilities of each person in order to see if he is able to undertake the program. Then we work toward making the service available." It is also necessary to determine in each case the type of special equipment needed to enable the youngster to operate an automobile.

For Eddie Smith, hand controls and bucket seats did the job. For others, a knob on the steering wheel and stacks of pillows to raise the seat may suffice. In other cases, a special process to raise the seat—or special anchoring of a wheel chair in the car—might be necessary. The automobile used for the pilot project was a regular automatic transmission driver-training model with dual control brake assembly. It was outfitted with about \$50 worth of special equipment. According to Cochrane, the hand controls were easy to obtain and install (estimated cost of installation is \$10), and he said they will fit most cars. A car with automatic transmission would probably be best for most handicapped persons, both during training and after obtaining a license. The driving licenses are, of necessity, restricted according to the trainee's disabilities.

The pilot project, funded as a part of the existing high school driver education program, has supplied the Driver and Safety Education Section of the State Department of Public Instruction with information useful to all school systems. After report of this first project, many inquiries have been received from other systems in North Carolina and from other states. A number of the State's handicapped youngsters have also made inquiries. The feasibility of their learning to drive is now being investigated, Noe said.

Driver training for the handicapped is expected to become an important part of a comprehensive effort to improve and expand driver education in North Carolina under provisions of the State's official traffic safety program and the U. S. Highway Safety Act of 1966. "The program is operational in terms of being approved and having the money available," Noe said.

Mrs. Margaret Radford is one of the best "preventive measures" around. She was among the first teacher aides hired in Greene County in an ESEA Title I project aimed at preventing the educationally deprived child from becoming a dropout. Teacher aides have been one of the most effective phases of the program, in the opinion of Mrs. Mary W. Christman, project director. "Now in her third year, Mrs. Radford is one of the best."

Her duties and qualifications (homemaker and mother) are typical of the average aide in any school system. But Mrs. Radford is not just average, "she is a second mother to the children here," said W. Wayne Cox, principal of Snow Hill Primary School. Mrs. Radford was first assigned to a predominately Negro school and now works with the Negro students transferred to Snow Hill. "It is so important to choose the right teacher aide to work with children who are entering a predominately white school for the first time," said Mrs. Christman. Having an aide who is constantly aware of psychological and social problems has enabled all the children to make the needed adjustments, she explained.

In the classroom Mrs. Radford helps individual pupils with their lessons while the teacher works with the group. She helps supervise activity on the playground; in the lunchroom she adjusts a fork here and tucks in a napkin there. When classes change, Mrs. Radford's hand is out for anyone lost or confused. When the buses leave in the afternoon, her friendly smile bids the children good-bye. In addition, she grades papers, helps with the typing chores, sees that children are referred to the school nurse, and that they are properly outfitted by the ESEA clothing program.

The number of aides in North Carolina has risen from a scant handful five years ago to between four and five thousand this year. The majority are employed as teacher aides, and their duties are much like those of Mrs. Radford. Others serve in libraries, offices, health rooms, audiovisual areas, or as guidance, visiting, or physical education aides.



I like her



"When I mess up, she lets me erase and start over."



"My goal is to help the teacher develop assurance within the child that he is loved, that someone cares if he doesn't do his best."

"She doctors us when we are hurt."

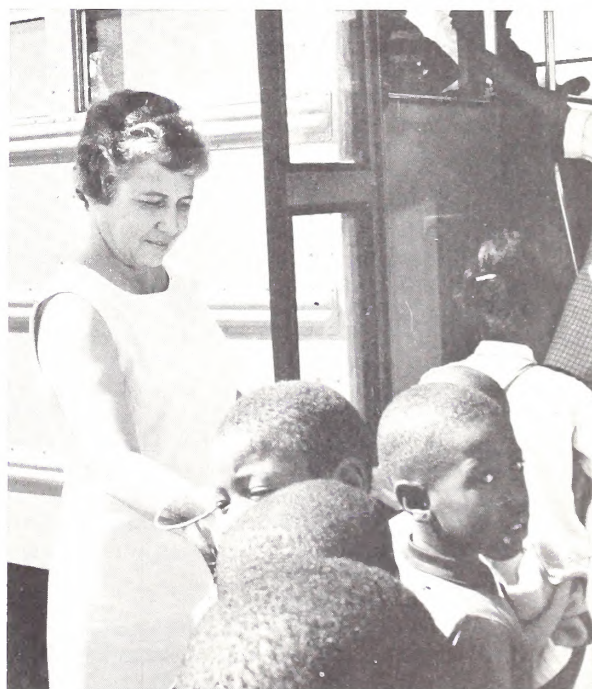


"BECAUSE she helps me"

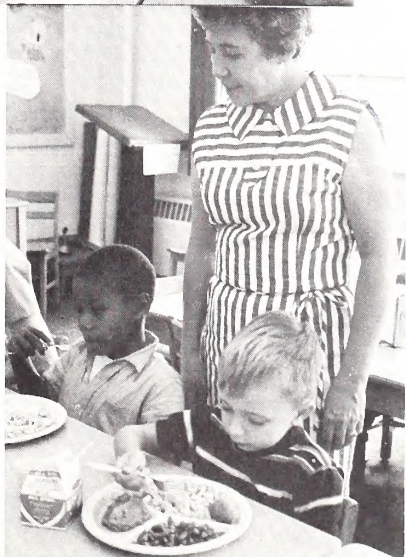


"She smiles when I ask her a question."

"She understands me and takes me on field trips."



"Mrs. Radford tells us about good manners."



Yadkin Elementary Schools No Longer Stepchildren

By Nancy Jolly

Union schools shelter both high school and elementary grades in the same area, sometimes under the same roof. When the high school departments of these schools consolidate, much public attention is centered on benefits to high school students. Little notice is taken, however, of the elementary windfalls.

When the high school departments of Yadkin County's seven union schools consolidated, two new high schools, Starmount and Forbush, were built. The plants cost \$2,961,838 and were made possible by a \$2,000,000 bond issue passed by an 81 percent vote. The high school students, grades 9-12, were delighted with their modern facilities and the more comprehensive instructional program made possible.

Equally pleased were the principals who remained behind in the former union schools where changes brought by consolidation considerably improved the elementary school programs. Under the union system, the elementary grades were not only crowded, but in terms of attention and facilities, they often took a back seat to the high school. Such problems have been virtually eliminated by the consolidation.

The most important benefit for the elementary schools has been additional space. "We have more of it than ever before and we are putting it to use," said Reece Shugart, principal of Jonesville School. The county's eight elementary schools (grades 1-8) now serve about 3,700 students. The same space housed over 5,300 students before the consolidation.

The new-found space has been used to improve and expand the existing programs, according to Superintendent Fred C. Hobson and Miss Grace Coppedge, elementary supervisor. "More room to spread out" has led to additional team teaching and much small-group work. Many grades now have a vacant room at their disposal for materials and audiovisual use. Gymnasiums, libraries, and auditoriums are now the sole domain of the elementary grades. Many of the schools have used the extra space for music, art, reading, and guidance counseling. Not the least advantage to some schools has been a teacher's lounge.

"Most facilities had to be shared before the consolidation," said Hobson. "Sometimes the elementary departments came off second best. It goes without saying that the union school gave the high school department priority."

Expansion of the library facilities has been one of the "finest" changes. At Jonesville, for example, grades 1-5 use the former elementary library while grades 6-8 have a new facility in the former high school building where they have moved and where most of their activities are now centered. Another advantage is a former chemistry lab now being used for science study by the upper grades. "Our science program goes way beyond the regular science curriculum," Principal Shugart said. Shared equipment in all schools remained behind and was duplicated in the new high schools.

Among Jonesville's windfalls was a home economics lab with some kitchen and sewing equipment. The former home economics teacher also remained and she has initiated several new home-making units to supplement the regular elementary curriculum.

For the first time, a real physical education program has taken shape on the elementary level in Yadkin County. Grades 3-8 have a scheduled gym period at Jonesville which they may use in place of playground activities. The school's PTA recently enhanced the outdoor area with new jungle gyms and monkey bars. All elementary schools in the county are members of an interschool athletic organization which includes 10-game baseball and basketball seasons. The schools hope to add intramural sports soon.

Extracurricular activities at Jonesville have received another boost since consolidation. In addition to cheerleading and band, the school now has an elementary annual. Special activity rooms are sprouting in all the schools. At Jonesville there are now rooms for music, art, audiovisual use and storage, special education, teacher aides, first aid, conferences, and stock storage. Unlimited use of the auditorium is not to be discounted. That facility was once almost totally dominated by the high school.

C. C. Wright, principal of West Yadkin School, sees a change in attitude as one of the most important advantages. "The elementary school has gained in prestige and importance. These students always took second place in the past; now they are number one. And there were always some older students who had a bad influence on the younger ones. Now we don't have that. Petty grievances and discipline problems have dropped sharply."

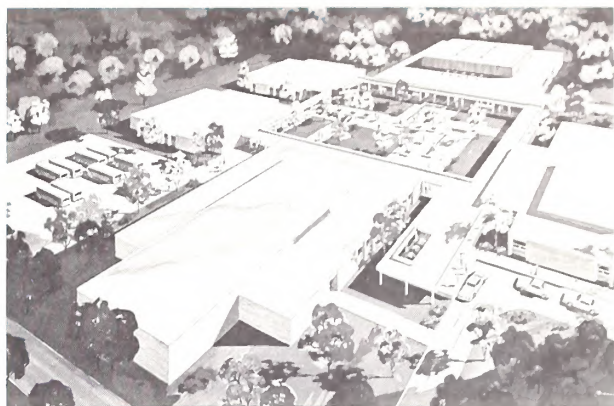
At West Yadkin, the old elementary library is being used as a supplementary reader room. Librarian J. T. White has out-fitted the old high school library for the upper grades. The arrangement has given the older students more time and better facilities for research projects. Another advantage at West Yadkin is unlimited use of the cafeteria facilities. The entire school can now be served lunch in much less time.

Principals and teachers both laud the consolidation and its benefits to the elementary grades but admit that renovation of the old buildings and additional personnel will be necessary to fully utilize the added space. According to Hobson, extensive renovation should get under way this year.

Additional personnel is needed to reduce class loads which have become heavier since consolidation. The number of teachers actually teaching has dropped at each school because the principal and librarian are now counted in the school's teacher allotments. A director of elementary school music and a remedial reading teacher have been added to the system this year. The schools now need a physical education supervisor, art instructors, additional guidance counselors, and a director of public school music for the elementary grades alone, Supt. Hobson said. "And now that we have the space for them, we are thinking about kindergarten programs," he said.

Consolidation has brought about a tremendous change in the responsibilities and duties of the principals. "We spend all our time seeing to elementary problems; all our energies are in one direction now," Shugart pointed out. Previously, about 75 percent of the union school principal's time was devoted to the high school department.

High school students in Yadkin County now attend two new schools, Forbush, pictured at right, and Starmount.



Additional space and unlimited use of facilities have led to many improvements in the elementary curriculum. Libraries have expanded to include listening nooks (above) and room for resource materials (bottom left) shown to eighth grade students by Robert Clemmer. Gymnasiums are now the elementary students' sole domain. Roger Nixon (right) leads calisthenics at Jonesville School. Unlimited use of cafeterias (bottom right) has led to more flexible scheduling.





BUDGET INCREASE

The State Board of Education has presented a forward-looking B budget proposal to the Advisory Budget Commission. Making the presentation for the Board on September 25 were Controller A. C. Davis, State Superintendent Charles F. Carroll, and State Board Chairman W. Dallas Herring.

The B budget requests, which represent those anticipated monetary needs for the next biennium over and above the A budget requests for current allotments, total \$342.2 million for public education in the 1969-71 biennium. Of this amount, \$64.8 million would go to the Department of Community Colleges, \$276.8 million would go to the public schools, and \$557,421 to the State Department of Public Instruction for improving State educational leadership and expansion of services.

Ten objectives were listed in the \$276,834,845 request for public schools:

Providing improved classroom teaching conditions so that students will have a better opportunity to learn. \$10,510,466. (3.80 percent of requested appropriation for public schools.)

- \$4,965,706 to provide additional specially allotted teachers for special education students, 225 teachers the first year and 450 the second.
- \$5,544,760 to provide additional teachers for the public school program of vocational education, 263 during the first year and 549 the second.

Securing and holding better qualified teachers and principals. \$196,803,224. (71.09 percent of requested appropriation for public schools.)

- \$174,480,701 to make possible an index salary schedule for teachers which would include a period of employment for academic teachers of ten calendar months and would raise the average annual salary 30.43 percent during the biennium to a level approximating the estimated national average. Salary range for Class A certificate holders would be \$6,000-\$8,640 for 1969-70 and \$6,000-\$9,360 for 1970-71; range for Graduate certificate holders would be \$6,440-\$9,300 for 1969-70 and \$6,560-\$10,200 for 1970-71.
- \$1,252,008 in additional funds for sick leave to make possible an increase in the rate of pay for substitute teachers from \$15 to \$20 per day.
- \$1,206,830 to compensate teachers who supervise student teachers. The supervising teacher would be paid \$100 for each student teacher supervised, not to exceed two in any one year.
- \$17,579,256 to provide an index salary schedule for principals for twelve months employment, relating all brackets of this schedule to the beginning teacher's salary. The average annual salary of principals from State funds would be \$12,900 for 1969-70 and \$14,603 for 1970-71.

- \$956,929 to provide, in addition to the teacher's salary, \$660 for 1969-70 and \$840 for 1970-71 for a person performing the duties of an assistant principal in a school with 30 or more teachers.

- \$1,327,500 for additional scholarships for students preparing to teach in the North Carolina public school system and for the upgrading of teachers in service. \$427,500 would provide 300 scholarships for students preparing to teach in 1969-70 and 600 in 1970-71; \$900,000 would be made available for scholarships for teachers in service.

Providing professional help for teachers to enable them to do a better job teaching children. \$7,280,855. (2.63 percent of requested appropriation for public schools.)

- \$2,921,938 to provide an index salary schedule for supervisors for twelve months employment. All brackets of this schedule would be related to the beginning teacher's salary. With the funds requested, the average annual salary of supervisors from State funds would be \$11,884 for 1969-70 and \$13,151 for 1970-71.
- \$1,682,466 to provide for 60 educational supervisors in the local administrative units to supervise special education programs and to serve as coordinators between 12 proposed regional offices for the diagnosis and evaluation of handicapped children, the Developmental Evaluation Clinics of the State Board of Health, and the public schools.
- \$900,000 to improve the in-service education program for teachers.
- \$296,867 to provide additional teacher training in vocational education.
- \$476,103 to provide 15 additional local directors of vocational education during the first year of the biennium and 15 more during the second.
- \$236,854 for in-service training and summer conferences for teachers of vocational education.
- \$766,627 to reorganize and expand services in education through television.

Giving teachers and students the tools they need. \$6,537,410. (2.36 percent of requested appropriation for public schools.)

- \$2,133,451 for new adoptions of elementary basal textbooks and for rebinding of used books.
- \$2,126,459 to increase the allotment for instructional materials from \$1.75 per pupil to \$2.75 for 1969-70 and \$3.25 for 1970-71.
- \$277,500 to provide teaching materials in the area of vocational education.

ES REQUESTED FOR SCHOOLS

- \$2,000,000 to assist the counties and cities in providing adequate equipment for an expanded program of vocational education in the high schools.

Providing additional health services for children and improving special services for the handicapped. \$9,065,475. (3.27 percent of requested appropriation for public schools.)

- \$1,500,000 to provide diagnosis and correction of defects in pre-school children—medical, dental, psychological, and psychiatric services.
- \$1,484,145 to improve diagnostic and evaluation services for handicapped children. These funds would provide 12 clinical psychologists, 36 psychological evaluators, and secretarial services.
- \$2,994,690 to increase State aid for vocational rehabilitation in order to reach more disabled citizens.
- \$3,086,640 to provide additional State aid to local school units for the program for trainable handicapped children. This would make possible the enrollment of an additional 612 pupils in 1969-70 and 756 pupils in 1970-71 above those provided for in the A budget. The funds requested would also provide for an increase in the allocation to school units from \$630 per child to \$900 per child in 1969-70 and to \$990 in 1970-71.

Improving local educational leadership. \$6,853,198. (2.48 percent of requested appropriation for public schools.)

- \$2,141,583 to provide an index salary schedule for superintendents and associate and assistant superintendents based on the proposed teacher's schedule. The average annual salary of superintendents from State funds would be \$15,334 for 1969-70 and \$17,131 for 1970-71.
- \$4,711,615 to increase the allotment formula for attendance counselors, clerical assistance in superintendents' and principals' offices, and to increase the salary schedule for property and cost clerks.

Improving State educational leadership under the State Board of Education. \$768,054. (.28 percent of requested appropriation for public schools.)

- \$57,419 for clerical positions and additional travel funds for claims adjusters to improve fiscal services in the Controller's Office.
- \$314,242 to improve State services in vocational education.
- \$125,013 to improve State-level services to local school units in school planning.
- \$215,247 to expand State-level vocational rehabilitation services for the handicapped.

- \$43,796 to improve State-level services for trainable mentally handicapped children.

- \$12,337 to provide for additional administration and supervision of the Program for Professional Improvement of Teachers.

Increasing State financial help to local school units in plant operation, transportation, driver training, and food services. \$18,277,497. (6.60 percent of requested appropriation for public schools.)

- \$3,785,637 additional funds for salaries of janitors.
- \$2,173,550 to provide for improvement in allotments for fuel, water, light and power, janitorial supplies, and telephone.
- \$1,678,816 to raise the salary schedule of school mechanics to the present level of mechanics in State agencies, to increase these salaries by an additional 10% in 1969-71, and to provide additional positions.
- \$735,857 to provide school bus service for special education pupils not presently transported.
- \$3,298,552 for transportation of pupils within municipal corporate limits who reside one and a half miles or more from school.
- \$1,337,905 to provide additional funds to meet rising costs for the driver education program.

- \$5,267,180 for allotment to school units to assist with salaries of school food service directors and to increase wages of school food service personnel.

Beginning a kindergarten program as a part of the public school system. \$18,000,000. (6.50 percent of requested appropriation for public schools.)

- The funds would provide a kindergarten program for approximately one-fourth of the eligible children during the second year of the biennium and for a fewer number during the first year.

Improving education by experimentation, research, special schools, and projects. \$2,738,666. (.99 percent of requested appropriation for public schools.)

- \$215,411 for research and development in school construction.
- \$16,317 to provide assistance to the Research Coordinating Unit at NCSU.
- \$797,125 to provide additional funds for programs of the Advancement School.
- \$1,709,813 to provide funds for the continuation of the Comprehensive School Improvement Project.



Learning to play the autoharp was an exciting experience for little Brenda Joyce Crowder.

Classroom Travels to Students

In Summer Tutorial Program

School children usually gather at a schoolhouse to reap the benefits of public education, but for the past two summers three teachers from Matthews School in Mecklenburg County have turned the tables on their students by taking the classroom to them. During a six-week period, the teachers traversed much of southeastern Mecklenburg to visit 47 students from 13 families. All the children were underachievers from economically disadvantaged homes.

The program, funded by Title I of ESEA, was designed to improve the student's self-image and strengthen the ties between home and school. When initiated in the summer of 1966, the classes were held at Matthews School, but, according to Principal Robert Marshall, the four walls of the classroom did not meet the needs of the rural poor.

Teachers involved during that first summer felt that the children were pressured by the demands of teachers who really knew nothing about the students and their home environment. As one teacher put it, "They lived in this world, and we lived over in this other world." She cited one case in which a teacher demanded that a child bathe before returning to school. Many of the homes visited by the traveling teachers lacked even the most rudimentary bathing facilities.

As an effort to unite two different worlds while aiding the underachiever, the home tutorial approach made headway. As children and parents be-

came more involved in education, the teachers became aware of community needs. According to Marshall, "Success exceeded our fondest expectations."

The summer program of 1967 reached 37 children with two teachers and one aide over an eight-week period. Last summer, the program added a teacher and 10 students, but the time was shortened to six weeks due to a lack of funds. The cost for salaries and mileage was \$4,617.

Matthews School served as a materials and planning center for the program when it moved out to students' homes. As a first phase, the three teachers and an aide held tutoring sessions in homes or yards. The homes were located close enough for small groups to gather for three one-hour periods each week. Individualized instruction and supervised study resulted in improved oral and written communication skills. The teachers noticed quite a difference in the students' performance in a tutorial situation as compared with the classroom. They felt that the familiar surroundings were an asset.

Materials for the sessions were carried from the school as individual needs dictated. Such items as an abacus, autoharp, bells, art supplies, games, and pictures were much in demand.

As the second phase of the program, three workshops were held at the school to which all involved parents were invited. Most of the

parents did attend and learned for themselves what the school could offer their children. An informal, social get-together was also held at the school during which parents and teachers voiced opinions and discussed what each could do to increase the children's opportunities during the coming year. As a further step, a county home agent visited each family to discuss such things as budgeting, nutrition, and sanitation, and to offer any assistance possible.

Involving parents is expected to result in much student improvement. Many of the underachiever's problems stem from living in a home where little value is placed on education, the teachers believe.

Pre-schoolers, junior high students, and even a few mothers joined the tutorial sessions and the teachers gained new insights into the lives of their students. In one instance, a welfare agency was contacted on behalf of a fatherless family; in another, a local charity was successfully sought to outfit several children for the return to school in the fall.

Marshall foresees the program continuing. "Our local people feel very good about it. If money is available, I'm sure that we will continue it." The involved teachers hope that the program can be expanded. The 47 children taught last summer represent only one-fourth of the Matthews students who are identified as underachievers, they said.



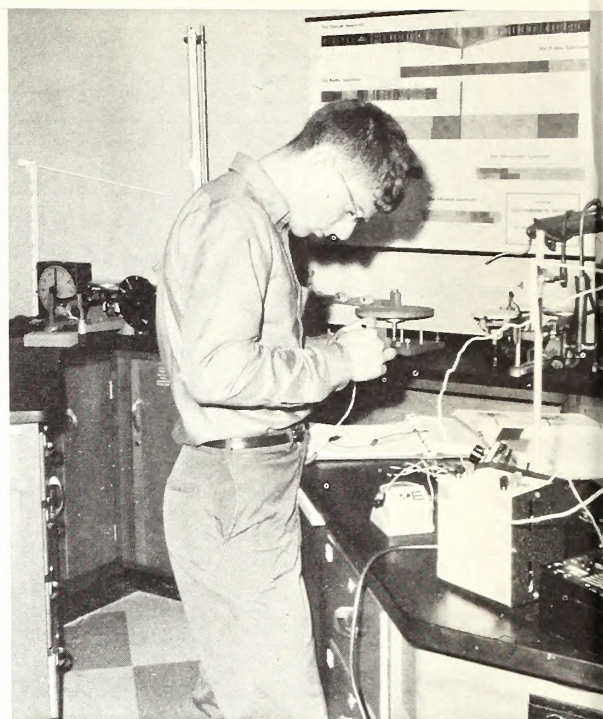
1

1 By observing patterns created by an oscillating turntable, students gain insight into behavior of waves. Different adjustments of marking stylus produce various curves as turntable rotates.

2 Preparing for current balance experiment, student hooks up ammeters, resistors, and coil. This apparatus is used to measure uniform magnetic field produced by a steady current.

3 Repeating one of Galileo's classic experiments with objects moving down inclined planes, timed by a waterclock, students come to appreciate his ingenuity as well as to understand equations for rate of acceleration.

4 R. A. Millikan, in 1909, developed this device for measuring the charge and mass of individual electrons by observing through a microscope the rate at which minute oil drops fall and their behavior in an electrostatic field. Repeating his experiment gives better understanding of scientific investigation than just reading about it in a textbook.



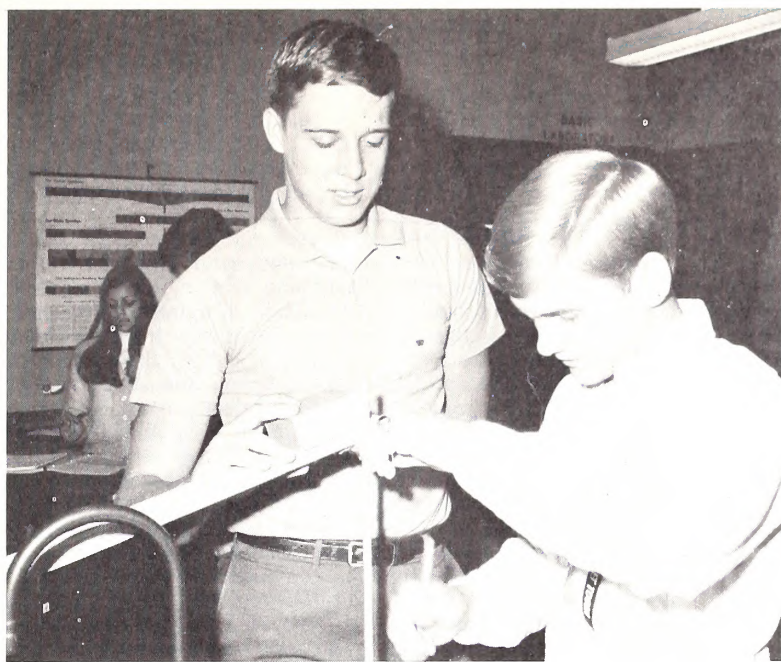
2

Harvard Project Makes Physics Live

Harvard Project Physics has developed a course realistically designed to reach many students who otherwise would not even enroll in a physics course. It contains something to interest students who would have found the traditional "cut and dried" physics course both boring and baffling because of lack of mathematical background or primary interest in nonscientific fields. At the same time, the new course offers a challenge to the students with the highest aptitude and achievement in this area of science.

At present I am the only teacher working with Harvard Project Physics in North Carolina. Project Physics courses in three other schools in the State were discontinued, not because of lack of acceptance, but because the teachers moved to other positions. The growing demand for talent and experience in this area was one of the reasons Project Physics was launched at Harvard University.

As any teacher will realize, it is quite an ambitious undertaking to plan and develop the broad-gauge course demanded by Project Physics. Science has the reputation of being abstract and isolated from other subject areas of wider general appeal. It took the backing of several large foundations and national associations, a high-powered project advisory committee, and a trial run in 50 schools scattered



3

throughout the country—then in 100 schools—to develop and appraise the course materials. About half of the schools were selected at random. Others applied after learning about the project.

Since 1964 an impressive array of materials and equipment, most of it developed specifically for Project Physics use, has been distributed and tried out in the classrooms. The students have a text, a reader, and a laboratory guide in their possession. Also available for classroom or outside use are transparencies, film loops, and programmed materials.

Philosophical, humanitarian, and mathematical approaches are used to make the course a truly flexible one that can be fitted to almost any classroom situation. Quotations from the classics and numerous illustrations from great works of art are scattered throughout the text in order to relate physical discoveries to other achievements of the same historical era.

The student in this course begins to see science as it really is—a strenuous and fascinating human endeavor with many blind alleys and false leads, with some brilliant discoveries based on patient thought and experimentation. He learns how scientists work. He discovers they are real people with varied interests and personalities and not just eccentrics in ivory towers.

One of the concerns which prompted development of the course was an awareness that considerable knowledge of the fundamentals of physics is necessary in order to understand many of the fast-breaking technological developments of recent years. To be

well educated today, a person must understand something about the achievements of Galileo, Newton, and Einstein, and how they fit in with other scientific and social developments.

Some consideration was given to developing two or more levels of physics courses. But most of those involved in setting up the pilot project agreed that it would be preferable to include in the same class students with little initial interest or apparent aptitude in physics as well as those who were obviously headed for careers requiring extensive grounding in physics and math.

This approach may uncover students with considerable latent ability who are simply unaware of the nature and significance of modern physics. The mixing of students with various primary interests also improves coordination of physics with other subject areas. It was felt that it would be more stimulating for students majoring in other areas to work with those who were able to probe the more technical phases. This has proven to be true.

Many open-ended experiments and demonstrations are included. This leaves many avenues of exploration open for the more able physics students and gives them a chance to try some of their own ideas. There are many activities that can be done at home or at school for extra credit or simply for the satisfaction of improving one's knowledge.

Is it worth the extra effort involved in supervising students in a wide range of projects and activities? I think that most of the other teachers who have



4

tried it would agree with me. Teaching in Harvard Project Physics is both challenging and rewarding. Have you ever seen the look of accomplishment on the face of a student who had not previously been able to succeed?

Don't get the idea that HPP is a "soft physics course" loaded with gimmickry. It is tough enough to challenge the brightest student. Much of the apparatus has been specifically designed to fit the experiments and demonstrations. The materials are diverse because some students learn more effectively by visual means, others by demonstrations, others by reading, and still others by studying the mathematical expressions of physical principles. There are some facts and principles which are most effectively demonstrated by single concept film loops, others by manipulating laboratory apparatus, and yet others by reading.

This type of course places more responsibility on the shoulders of the teacher than the standard physics course. He must perceive which students will do best with each approach. Since all the students are not doing exactly the same kind of work, it is more difficult to compare and evaluate their achievements. On the plus side, the well-coordinated materials and the wealth of effective teaching aids make the work much more stimulating for the teacher as well as for the students.

If Harvard Project Physics achieves its goals, one result will be a sudden upswing in enrollment in high school physics. Another result that can be expected is the discovery by many students that physics is a fascinating area of human experience. Maybe one of them will be another Kepler or Bernoulli or Bohr.

NEWS BRIEFS

GOVERNOR'S SCHOOL STAFFER



Recently appointed administrative secretary of the Governor's School in Winston-Salem is Miss Brenda Petree, a 1965 graduate of Appalachian State University. Miss Petree is the first year-round staff member of the school, operated during the summers for gifted children.

Miss Petree will act as a "liaison or link" from summer to summer to keep the school before the public on a year-round basis. The school's permanent office is located on the Salem College campus where Miss Petree will be available for information or referral.

Prior to her appointment as administrative secretary, Miss Petree acted as the school's secretary during the past two summers. She has taught commercial subjects in the Winston-Salem/Forsyth school system.

YELTON RETIRES

Nathan H. Yelton, who has headed the Teachers' and State Employees' Retirement System since its creation, has retired. He will continue to serve as consultant to the system's board of trustees and also to the board of the Local Governmental Employees' Retirement System which he also directed. He will continue to reside at his home in Garner.

NAMED SUPERINTENDENT

C. Landrum Wilson is the new superintendent of Andrews City Schools in Cherokee County. He currently is filling the unexpired term of Fred W. Rogers who resigned to accept the principalship of Sylva-Webster High School in Jackson County.

Wilson, holder of an M. A. degree from Western Carolina University, has taught in Alamance County and in Eden (Leaksville). He first served as a principal in Columbus County and for the past three years has been a principal in Cleveland County.

FILMSTRIP AVAILABLE

Copies of a sound and color filmstrip, *I Was There During the Birth and Growth of a State and Nation*, have been made available to the schools of the State. Originally produced by W. K. Dorsey of the Cape Fear Technical Institute in Wilmington for presentation to the general public, the filmstrip was previewed by the professional staff of the Department of Public Instruction, contracted by the State Board of Education to be produced and packaged, and made available through the Division of Textbooks to county and city superintendents.

Utilizing art work depicting historic events, photographs, music, and commentary, the filmstrip spans the history of the State from its beginnings at the Lost Colony to the airplane flight at Kitty Hawk. Claude Warren, director of the Division of Textbooks, said the filmstrip can be used at any grade level although it is particularly suitable for the teaching of North Carolina history, geography, and government. He noted that it should be useful in providing program material for civic groups throughout the State. The Board has also made 50 copies available to institutions in the State's Community College System.

GOOD IDEA!

The Lexington City system has developed a brochure suitable for handing out or mailing to anyone requesting information about its schools. It is particularly designed to arouse the interest of prospective teachers and other school professionals.

The brochure contains a letter from Superintendent R. Jack Davis, along with the central office address; facts about the system; explanation of special projects; outline of instructional services available; explanation of professional requirements, listing of personal benefits, the salary supplement schedule, and interesting facts about the community. The front cover proclaims that Lexington is "a city that takes pride in its schools" and includes two photographs of classroom situations.

NEW DEPARTMENT

A Department of Design and Production has been created at the North Carolina School of the Arts in Winston-Salem, according to President Robert Ward. It will serve the departments of dance, drama, and music at the school and will provide instruction in all areas of technical theater.

Students majoring in the new department will be involved in the staging of dance, drama, and musical productions, and all productions given by the school will be under the supervision of the department's professional staff. Ronald Pollock, who has been with the Playhouse Theater Co. at Vancouver, Canada, since 1963, has been named director of the new department.

Transformational Grammar Course Offered

An in-service course in transformational grammar is available to units across the State during the current academic year. Dr. James Valsame, State supervisor of in-service education, said the one-unit course "is appropriate for elementary teachers, language arts block teachers at the junior high level, and secondary English teachers."

This course, which may be used for certificate renewal credit, is being offered because of interest generated by the "English—Fact and Fancy" film series offered last year. Participation in the English—Fact and Fancy series is not, however, a prerequisite for the course in transformational grammar.

Twenty-five teachers and supervisors, trained this summer in a one-week intensive program in transformational grammar at Chapel Hill under the direction of Dr. Paul Bowdre of West Georgia College, will be instructors for the in-service course. Chosen by State English supervisors, these instructors are located in many areas of the State so that units desiring the in-service course can be served, according to Dr. Valsame.

Information has been sent to city and county superintendents who will initiate requests for the courses to the Division of Teacher Education.

SBE Pays Tribute to Colleague

Garland S. Garriss, State Board of Education member who died in July, has been praised in a resolution passed by his fellow Board members. They called him a man who "brought a balanced judgment to complex questions and was of real aid in helping his associates on the Board reach a fair and wise consensus." Garriss, a prominent lawyer and businessman of Troy, was appointed to the State Board of Education by Governor Dan K. Moore. He served the Board as chairman of both the Vocational Rehabilitation Committee and the Land Committee.

A native of Northampton County, Garriss was graduated from Duke University and Duke Law School and opened a law office in Montgomery County in 1930. A member of the North Carolina

Bar Association, he was president of the Montgomery County Bar Association. Garriss was Montgomery County Solicitor from 1933 to 1943 and County Attorney from 1946 until his death. He was elected to the General Assembly from the old 18th Senatorial District in 1947, 1959, and 1963.

A member and trustee of Trinity Methodist Church, Garriss also served as a trustee for the Methodist Retirement Home in Durham and the North Carolina Conference of the Methodist Church. A veteran of World War II, he was a member of the American Legion. He was a charter member and former president of the Troy Rotary Club.

USOE Closing Regional Offices

The decentralization policy, adopted by the U. S. Office of Education two years ago and resulting in the establishment of nine USOE regional offices throughout the country, has been abandoned. According to a September directive, USOE "has established a policy of central office administration" of all educational programs under ESEA and NDEA. The directive said the withdrawal of personnel from the regional offices will be well under way by the end of the current fiscal year, next June 30.

Education USA reports that the controversial efforts to decentralize administration of Federal elementary and secondary school programs was halted by opposition from the "Big Six" (American Association of School Administrators, Council of Chief State School Officers, National Congress of Parents and

Teachers, National Education Association, National School Boards Association, and National Association of State Boards of Education).

These organizations were successful in influencing a cut in USOE salary and expense funds by the Senate Appropriations Committee. They have argued that the regional offices "dilute services and are an expensive and ineffective administrative structure," that they undercut state departments of education through which all elementary and secondary education programs should be channeled because needs are better determined at the state level, and that the regional offices tend to interpret the same laws differently, resulting in confusion.



Painting via Computer

Painters of old were satisfied with canvas, brushes, and pigment. But Lorna Frady, a 17-year-old Hendersonville girl, is no "old-time" painter. Last summer, while a student at the Governor's School in Winston-Salem, Lorna added a G. E. 235 computer to the usual art equipment. She produced the first example of computerized art in the State, a structural oil painting 11 feet long.

Her go-between with the computer was Garrett Jernigan of Raleigh who worked with the computer last year as a senior at Broughton High School. The computer, located in the Occidental Life Insurance Building in Raleigh, was connected with the Governor's School through five time-sharing teletype terminals.

"The computer makes art more objective," said Lorna. She explained that every element of a structural painting is related to a specific number system. Lorna chose the square root of five and everything, including her canvas, is related. The ratio of the length to the height of the canvas is roughly the square root of five, 59 inches by 11 feet.

With Jernigan's help, Lorna fed certain variables into the computer. She used four basic shapes: the circle, square, rectangle and triangle; four colors: green, yellow, red, and purple; five values of each color; and as a fourth variable, rough or smooth texture. Nine seconds later, a "slow day" according to Jernigan, the computer "threw out" 160 permutations (ordered arrangements) of the variables.

Lorna then arranged the permutations on her canvas. The position and size of each entry were entirely of her choosing. She divided the canvas into broad areas with points and diagonals on which to place the permutations, and then applied the paint. (At Notre Dame, there is a computer with a contrivance that will do the actual brushwork.)

The painting, which Lorna calls "a structural exposition," is on display at the State Department of Public Instruction in Raleigh. Lorna is a high school senior at the N. C. School of the Arts. Her major is theatrical design.



Supervisor Goes Abroad

Mrs. Tora Tuve Ladu, supervisor of foreign languages for the Department of Public Instruction is spending part of the winter in France and Spain. The three-month trip was made possible by a Fulbright research grant awarded last spring.

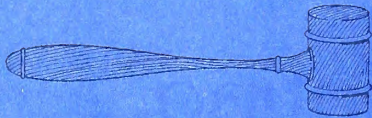
The grant was an outgrowth of a proposal for a curriculum bulletin, **Teaching for Cross-Cultural Understanding**, which has since been published by the Department. The bulletin is the first of its kind, as far as is known. It is expected that the first version will be revised following the collection of suggestions from teachers using it and the securing of additional ideas and materials by Mrs. Ladu during her trip abroad. "Its purpose," she said, "is to help teachers understand how to teach the cultural phase of foreign languages." She hopes the publication will also be of use in the teaching of social studies and the humanities.

While abroad, Mrs. Ladu will collect audiovisual and printed materials showing everyday life in France and Spain. Much of the material she gathers will

be used for teaching units to be written by Mrs. Ladu in both languages. She will secure much of the material herself with a small camera and a portable tape recorder. She hopes to compile and write many of the units abroad in order that editing and publication may begin upon her return in February. Hopefully, the units will be ready for the classroom next fall.

Mrs. Ladu has found that material about everyday life—such things as school and family activities, recreation, and holiday celebrations — is scarce. They are essential for a proper understanding of a foreign language, she said. "Communication is more than just knowing the language itself. To really communicate, we need to know the other person's pattern of thought, beliefs, logic, etc."

A graduate of Minnesota's Saint Olaf College and the University of Minnesota, Mrs. Ladu has been associated with the Department for seven years. She previously headed the foreign language department at Needham Broughton High School in Raleigh.



attorney general rules

(For complete copies of rulings, send your request to Division of Publications and Public Information. Please give date of ruling and title.)

Public Educational Records; Keeping Educational Records with Racial Designations as to White or Colored, September 17, 1968. . . . You state that another State agency has asked you to resume keeping records by race for research and statistical purposes. . . . "In our opinion the Case of *Hamm v. Virginia State Board of Elections*, 230 F. Suppl. 156, is decisive of this question. In this case the State of Virginia had certain statutes which required lists of persons who are qualified voters in Virginia to be maintained on a racially segregated basis. The Virginia Statutes also provided for the maintenance on a racially segregated basis of public records pertaining to property ownership and taxation. The Court declared these statutes unconstitutional, saying that no state could dictate or casually promote a distinction in the treatment of persons solely on the basis of their color and further saying that no form of state discrimination, no matter how subtle, is permissible under the guar-

antees of the Fourteenth Amendment freedoms. The Court then said, and we quote, as follows:

Although the legislative history of the provisions presently under examination cannot adequately be traced, it is evident from the language employed that, save for the divorce decree statute, they serve no other purpose than to classify and distinguish official records on the basis of race or color. Separation of white and colored on the poll tax, residence-certificate and registration lists as well as on the assessment rolls renders these provisions invalid under the equal protection clause of the Fourteenth amendment.

"We are, therefore, of the opinion that you cannot keep your public records as to pupils, teachers and other school data on the basis of race, and we advise you, therefore, that you cannot resume the practice of gathering school enrollment data by race. . . ."

Public Schools; Renting Classroom Space to Church Organizations, August 23, 1968. . . . "You asked to be advised on the legality of renting "to

local church organizations classroom space in one of your junior high school buildings one day a week from 7:45 a.m. to 8:15 a.m. This is the time of the first bell and students would normally be expected to go to their classroom. The purpose is to cooperate with local churches in instructing the children in church-school matters. If permissible, space would be made available to all religious groups on an equal basis.

"We confine our opinion to the legality of such an arrangement and make no comment on the practicability or advisability of such an arrangement.

"N. C. G. S. 115-133 provides in pertinent part that . . . county and city boards of education shall have authority to adopt rules and regulations by which school buildings . . . may be used for other than school purposes. . . ."

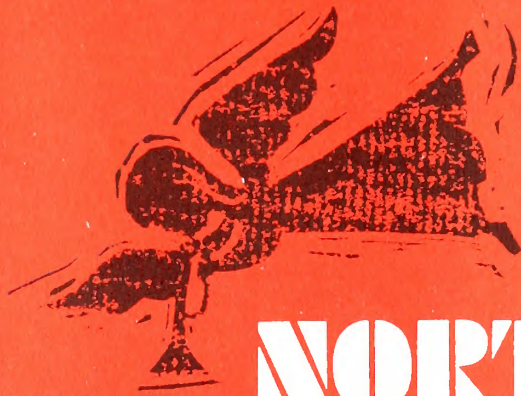
"Your board may, therefore, legally allow for the use of this building by church organizations at the time suggested. The fact that school is in session matters not, assuming, of course, that such use will not interfere with the students' normal school related activities."

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VOLUME 33 / NUMBER 4 / DECEMBER 1968



NORTH CAROLINA PUBLIC SCHOOLS

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Official Publication issued monthly, except June, July, and August, by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh.



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MERRY CHRISTMAS

A Selection

Christmas is more than a
day at the end of the year

More than a day of joy and
good cheer

Christmas is really God's
pattern for living

To be followed each day by
unselfish giving

Then Peace on Earth will
come to stay

When we live Christmas
every day.

Charles F. Carroll

Foreign Language Conference

Foreign language teachers from across the State gathered in Raleigh in mid-October to attend the Sixth Annual State Foreign Language Conference. Featured speaker was Dr. Howard Nostrand of the University of Washington who discussed "Foreign Languages and the Humanities." Dr. Nostrand said that students today are demanding that their studies be made more relevant to their lives. "And foreign languages have been among the worst irrelevancies in the curriculum," he said.

To reverse the trend toward irrelevance, Dr. Nostrand suggested changes within the foreign language sequence as well as co-operation with other disciplines. According to the speaker, it is essential to the professional life of the teacher that he learn as much as possible about the culture of the language being taught. "Students won't respect us unless we do so," he said. "We can keep in touch with student movements in other countries today and relate them to movements of the past—the history of labor, agriculture, etc."

"Above all," he said, "study the value systems and assumptions about the nature of man, the world, and society that characterizes

the foreign language you're teaching." Students cannot fully understand the literature of another culture without a knowledge of the value system that supports it, he said. Dr. Nostrand feels that the traditions and values of all cultures should be presented "without adulation and without disparagements" in order that students may make their own judgments.

According to Dr. Nostrand, all disciplines can be made more meaningful through cross-disciplinary planning. In the past, he said, teachers have presented separate parts of the curriculum leaving the students to fit these parts into a whole. According to Dr. Nostrand, all teachers should cooperate as humanists to develop "a comprehensive human understanding . . . where nothing is irrelevant."

Also speaking was Dr. George Smith, former head of the Indiana Language Program and currently the head of the foreign language department of Houghton Mifflin. Dr. Smith discussed the use of various materials and methods in the teaching of foreign language. "No single method or set of materials holds the key to certain success. The right combination of teacher and student leads to success regardless of the method," he concluded.

Future Farmers Honored

Thirty-three members of the North Carolina Association of Future Farmers of America received American Farmer Degrees in October at the national convention in Kansas City, Mo. Recipients of this degree are limited to one for every thousand members. It is given for outstanding achievement in agriculture, leadership, citizenship, and cooperation. Each American Farmer receives a gold key, a certificate, and \$125 from the National FFA Foundation.

Some 10,000 FFA members from 50 states and Puerto Rico attended the convention. One hundred North Carolina members were present, and seven North Carolina chapters were honored for outstanding achievement in the National Chapter Awards Program.

Fuquay-Varina and Cumberland Central chapters received gold emblem awards, the highest chapter award offered by the national organization. A silver emblem award was presented to South Iredell FFA chapter, and bronze emblem awards were won by Beaver Creek (West Jefferson), Bertie (Windsor), Chicod (Greenville), and Sun Valley (Monroe).

Three North Carolinians received the Honorary American Farmer Degree: V. B. Hairr, State supervisor of vocational agriculture, who is completing a two-year term on the National FFA Board of Directors, and two vocational agriculture teachers, T. E. Hendren and A. W. Lingle, both of Rowan County.

Television Shows Suggested for Students

Eleven television presentations remain of the 14 selected for student viewing during the fall season by the Television Information Office and Teachers Guides to Television, Inc.:

"Gettysburg" (ABC)	Dec. 2
"Reptiles and Amphibians" (National Geographic Society Special) (CBS)	Dec. 3
"Saturday Adoption" (CBS)	Dec. 4
"The Secret of Michelangelo: Every Man's Dream" (ABC)	Dec. 5
"Pinocchio" (NBC)	Dec. 8
"Down to the Sea in Ships" (NBC)	Dec. 11
"The Nutcracker" (CBS)	Dec. 20
"White Paper: The Ordeal of the American City" (NBC)	Dec. 30

"Voyage to the Enchanted Isles" (CBS) Jan. 22

Each semester, in conjunction with an advisory panel of distinguished educators, 12 or more outstanding programs from the three commercial television networks are selected by Teachers Guides to Television, Inc., and the Television Information Office. Teaching guides for each of the programs are prepared by Teachers Guides to Television, Inc., headed by Edward Stanley, former director of public affairs for NBC.

In addition to teaching guides for each of the television presentations, the teaching booklet also includes a selected schedule of other outstanding programs announced by the three networks for the semester and a bibliography prepared by the American Library Association of suggested reading assignments in various grade levels. A classroom poster accompanies the booklet. Subscriptions, as announced to local units last spring, are available at \$1 a semester from Teachers Guides to Television, P. O. Box 564, Lenox Hill Station, New York, N. Y. 10021. Orders under \$10 must be accompanied by payment. Schedules for the spring semester have not been announced.

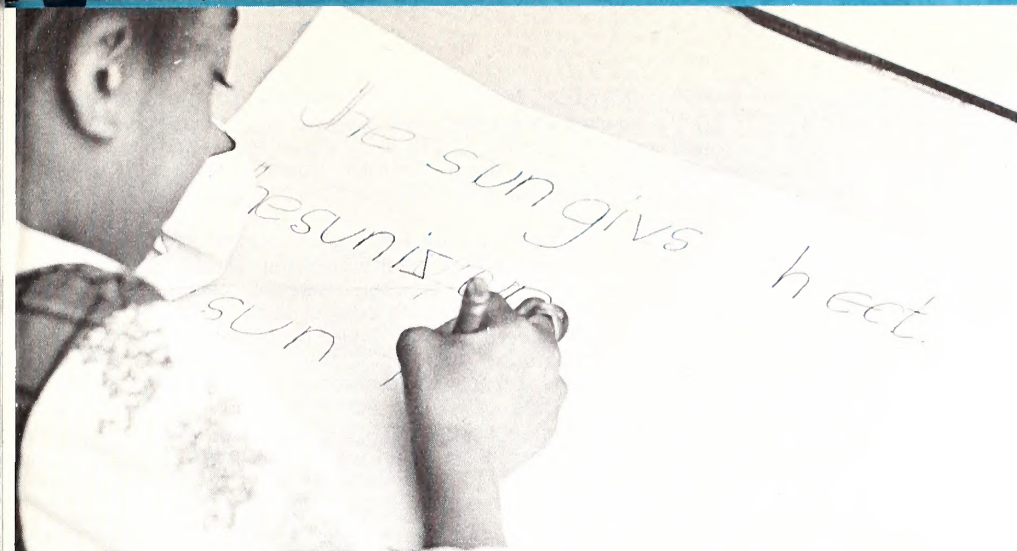
NEW PHONETIC ALPHABET TESTED IN CHARLOTTE



Many of the words on the first grade reading charts at University Park Elementary School in Charlotte look like a strange combination of Old English and Arabic. The children, however, are learning to read English. They are being aided by a new system of 44 phonetic characters called the initial teaching alphabet.

The alphabet was developed in England as a means of making reading easier to learn. A different symbol is used for each sound, and with all words spelled phonetically, a child can read any word he can pronounce. Regular English, by contrast, uses at least 2,000 combinations of letters to make the same 44 sounds. Many of the symbols in i.t.a. look like those in the standard alphabet: the "p" and the "b," for example. Others look more like Russian or Arabic.

According to James Suber, director of elementary language arts for the Charlotte-Mecklenburg school system, a child starts school with a speaking vocabulary of thousands of words. The



traditional first grade readers teach him how to read only about 350 of these words. With i.t.a. he can read all of them.

The program at University Park, an all Negro school located in a middle-class socio-economic area, was begun in 1966. It was designed by local administrators with the aid of a Ford Foundation grant to determine the effectiveness of the new alphabet. Some educators claim that i.t.a. is the answer to the reading problem. They say that children learn to read more and faster, learn to express themselves better, and are able to write more creatively when taught with i.t.a. Others claim that i.t.a. causes spelling problems when the children try to switch to regular English, and that it doesn't make any improvement in their reading or writing.

The average child should make the transition to regular English by the end of the first grade. Almost all children should have made the transition by the second year, and a few will linger with i.t.a. until the third grade.

The books used with i.t.a. gradually move toward regular English until the child is reading the 26-character alphabet.

Three first grade classes were taught to read with i.t.a. during the first year of the Charlotte program, 1966. As a control, two classes of first graders were taught according to standard methods. All the children were distributed among the five classes on a random sample basis. Teachers, who were trained in a two-week workshop, were also assigned on a random basis.

The children were tested at the first of school, the end of the year, and in the second grade. The children who began i.t.a. in 1966 had the same teachers for the second grade, but by the third grade they had moved into groupings with children taught by traditional methods. "Perfect controls were not available," according to Dr. Hugh Peck, formerly the director of educational research services for the school system. Although the final research data will not be completed until some-

time next year, an interim report conducted by Dr. Peck indicates that i.t.a. is a significant teaching aid. In six out of seven measured areas, the i.t.a. groups were significantly better than the control groups. Surprisingly, one of the areas was arithmetic. The i.t.a. group did score lower, however, in paragraph meaning. "This one area is the key to reading; unless comprehension is effected reading words is not meaningful," reported Dr. Peck. He noted that since arithmetic scores were significantly better in the i.t.a. groups, one or more confounding variables might have been operating.

The Charlotte-Mecklenburg School system has reduced the number of beginning i.t.a. classes to one each year, and students will be followed for an additional year. University Park Principal C. S. Dannelly feels that a general change in the methods of teaching reading will take place. The future of i.t.a., however, is still in the hands of statisticians and researchers.

Shortly after schools opened last fall, kindergarten students in Duplin County were covering big sheets of paper and themselves with clumsy blobs of paint. By springtime, their paint dabs will be confined to the paper, and the blobs—while continuing to show freedom of expression—will grow into more meaningful forms.

"We have found that children show amazing signs of growth after a year of kindergarten," said Mrs. Sallie C. Ingram, who directs the program. "Even their hesitant mumblings soon change to understandable conversation."

Approximately 650 children are taking part in the county's kindergarten program this year. The project, in its fourth year, is funded under Title I of ESEA. Statewide, over 7,200 children in 41 school systems are enrolled in Title I nine-month kindergarten programs. Duplin County is one of the largest and reportedly among the best.

"The values of kindergarten experience cannot be understated," said Mrs. Ingram. "Research has shown that 50 percent of intelligence development occurs between conception and age four; about 30 percent occurs between ages four and five. A child's patterns of learning are established long before he enters school. But by starting a planned educational program early, he will be better prepared for the first grade."

The children enrolled in the Duplin program need preparation badly. All are classified as "underprivileged"—economically and educationally deprived. When these children enter school, few are able to communicate; many have never seen a bathroom, magazine, picture, or book.

Mrs. Ingram calls the Duplin program a "total" one. The children are exposed to more than early basic learning concepts such as size, shape, and color; they are also taught social skills: using knives and forks, getting along with one another, and most

All kindergarten rooms have the same equipment, and lots of it. The classrooms themselves are stimulating; each has a book corner, listening corner, a place to view films and filmstrips, a science corner, and many pictures covering the walls. Bright colors and abundant toys demand that a child investigate and discover.

Thirty-two teachers are involved in the program this year, and each has a teacher aide. Kindergarten teachers must be certificated as any other public school teacher. However, teachers with early childhood education training are scarce. Most of Duplin County's kindergarten teachers have certificates in primary education and some are certificated in home economics. The school system provides inservice training for the teachers as well as an annual extension course in early childhood education. Most of the current teachers have taken at least two such courses. A 16-hour workshop for teachers and their aides is held every year prior to the opening of school.

Aides must have completed high school to qualify for employment in the program and more than 60 percent have college educations, Mrs. Ingram said. These women must also show evidence that they enjoy working with children; they must be no older than 50 and women of good character. A child, to qualify for the program, must be five years old and able to meet public school health standards.

The kindergarten children are not graded or tested on their work, but the Lee Clark Readiness Test is administered at the beginning and end of school. These scores, plus progress reports made twice yearly, are placed in each child's cumulative folder. Parents are not given reports of their child's progress, but they are encouraged to visit the classrooms. Many parents, according to Mrs. Ingram, actively participate by providing homemade costumes, transportation, and special materials.

DUPLIN COUNTY CONSIDERS KINDERGARTEN ESSENTIAL

Nancy Jolly

important—communicating. Activities in language and creative arts, social living, music, science, arithmetic, physical education, and health are a part of the program. "But basic to everything is the development of language skills."

Activities are balanced between quiet and busy periods with a full 90 minutes reserved for afternoon napping. Since the kindergarten children are transported to and from their kindergarten classes with other school children, their day is a long one. The balancing of activities becomes important in terms of attention spans and endurance. The school system has developed a kindergarten guide with objectives, methods, materials, and daily schedules explicitly detailed.

The day usually begins with a rousing work and play period during which the children use learning toys: blocks, paints, tinker toys, peg boards, puzzles, etc. Throughout the day the class is frequently split into small segments with each group doing something different. Later, the teacher will lead a group discussion of the activities. Classes are small enough for individual work (21-22 pupils per class), and each class has a teacher aide.

Mathematics is a part of the curriculum although, Mrs. Ingram explained, "there is no place for rote counting in the kindergarten." Students learn the meaning of numbers, quantity, shape, and size through manipulation of objects. Visual discrimination is encouraged with colored objects and observation; auditory experiences are provided through a listening center and daily communication. Many kinds of music, art, and athletic games vary the day. Other experiences include short field trips, caring for plants, making things, and dramatic improvisations.

Mrs. Ingram reported that most of the children entering the program have great difficulty talking with adults and other children. "Social adjustments are very difficult," she said. Others have more serious problems—many do not eat from the time they leave school in the afternoon until they return in the morning. For these, a free breakfast and lunch is provided each day. All receive morning and afternoon snacks such as fruit juice and crackers.

For deprived children, the kindergarten program is a necessity and not a frill, Mrs. Ingram pointed out. "All children, regardless of economic background, need the foundation of kindergarten training," she said. "Success in life depends on communication skills, and this is the age where they either develop them or not." She would like to see the program offered to all the children in Duplin County.

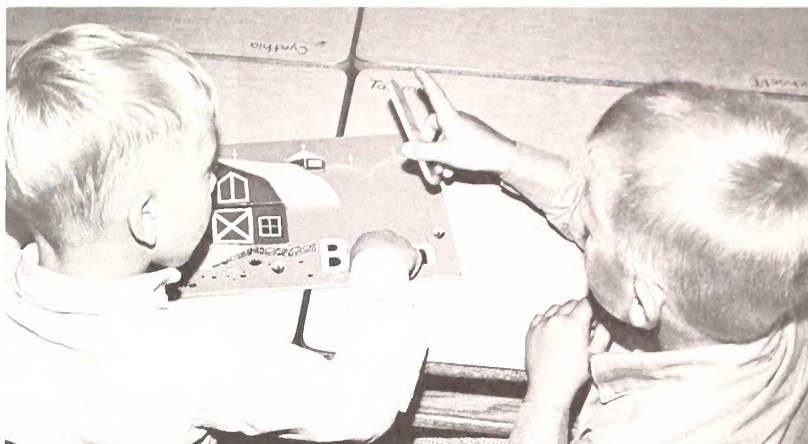
The results of the program have been gratifying. Much of the preparation and orientation that once took up precious time in the first grade is finished before the children reach that level. Teachers report that two-thirds of the children beginning the first grade are now entering the reading program months earlier than previously. Another result has been a sharp drop in discipline and emotional problems among those children who attended kindergarten.

According to Dr. Benjamin S. Bloom of the University of Chicago, the effect of environment on intelligence can be as much as 20 I.Q. points. This could mean the difference between a life in an institution for the feeble-minded or a productive life in society. In Duplin County, the latter is the aim.



1

1. Learning basic shapes is easy in a game-like activity.
2. After one or two tries, it's easy to get the roof in the right place.
3. Teachers often ask students to tell stories about their pictures; the stories are written down and read to the whole class for comment and discussion.



2



3



4



4. Mrs. Agnes Bostic adjusts small costumes for dress-up time at the Beulaville kindergarten.
5. Eyes widen as Mrs. Jean Sanderson reaches the climactic moment in *LITTLE RED RIDING HOOD*.

STATE SCHOOL FACTS

DECEMBER 1968

ANALYSIS OF COURSES OFFERED IN NORTH CAROLINA HIGH SCHOOLS, 1967-68

In North Carolina during the 1967-68 school year there were 725 schools with at least one high school grade (grade nine or above). This represents a decrease of 58 schools from the 783 which existed in 1965-66. During the same period, high school enrollment increased by 3.1 percent. The effect of these changes is evident—fewer but larger schools offering a more diversified curriculum.

The data contained in the accompanying tables, compiled by W. W. Peek, Director of Statistical Services, provides a basis for many interesting comparisons and offers a complete breakdown of course enrollments, course membership, and the percent of membership passing each course. It suggests that additional expansion is likely to occur in certain areas of the curriculum as the trend toward larger and more comprehensive high schools continues.

Among the findings which emerged in a preliminary analysis were the following:

- English, social studies, mathematics, and science are the leading subject areas in terms of enrollment in North Carolina's public high school curriculum. They account for more than 61 percent of the aggregate enrollment for all courses.

- Total enrollment in grades 9-12 was 345,430, and the aggregate course enrollment (total of all course enrollments) for those grades was 1,856,751, or 537.41 percent of the total enrollment, indicating that a typical student takes 5.38 courses.

- Of the nearly 5.38 courses taken per pupil, 4.87 were in areas usually classified as "academic" or "general" and 0.53 in areas explicitly classified as "vocational education" (vocational agriculture, home economics, introduction to vocations, and trade and industrial, distributive, and business office education).

- "Academic" and other "nonvocational" courses accounted for more than 90.8 percent of total course enrollments, with an aggregate enrollment of 487.89 percent of the total number of students enrolled in grades 9-12; "vocational" courses accounted for 9.2 percent of the total course enrollments and an aggregate enrollment constituting 49.62 percent of total students enrolled in these grades.

- The percentage of membership passing ranged from 80 to 100, with an average for all courses of 92.6 percent passing. Lowest percentages passing were seen in the subject areas of science and mathematics; highest percentages of membership passing were in music, art, and distributive education.

Peek cautioned that definitions, terminology, course titles, and reporting techniques have evolved over a long time span and that direct comparisons of specific data from earlier years may be invalid for this reason. While this means that exact comparisons may have little meaning in certain specific areas, some broad generalizations are possible on the basis of the old and new data:

- There has been considerable diversification of courses in almost all areas, particularly in vocational education.

- The number of courses taken per pupil has increased by about one in the past two decades.

- Valid identification of courses has improved considerably since numeric coding of high school courses was initiated in 1964; this has in turn improved the reliability of statistical data.

- Substantial increases have occurred in the number of students enrolled in courses of an advanced degree of difficulty—courses that were once the exclusive province of higher education because they were deemed too difficult for inclusion in the high school curriculum.

ANALYSIS OF HIGH SCHOOL COURSES (On the basis of 1967-68 data) Compared to 1965-66

Subject Area	Percent Total Course Enrollment
English	20.60
Social Studies	15.25
Mathematics	13.20
Science	12.78
Health & P.E.	8.68
Business Ed.	8.54
Foreign Lang.	5.64
Home Economics	4.40
Music	3.33
Agriculture	2.34
Trade & Indus. Ed.	1.47
Industrial Arts	1.09
Art	.96
Intro. to Voc.	.85
Distributive Ed.	.55
Miscellaneous	.32
TOTAL	100.00

COURSE ENROLLMENT HIGH SCHOOL

Course Title

ENGLISH
English I
English II
English III
English IV
Advanced English
Advanced Composition
& Creative writing
Dramatics
Journalism
Reading & Speech
Reading Improvement
World Literature
All Other English
Total

MATHEMATICS:
Remedial Math
General Math I
General Math II
Algebra I
Geometry
Algebra II
Advanced Math
Consumer Math
Trigonometry
All Other Math
Total

SCIENCE:
Physical Science
Earth Science
Senior Science
Biology
Advanced Biology
Physics
Advanced Physics
Chemistry
Advanced Chemistry
Anatomy-Physiology
All other Science
Total

SOCIAL STUDIES:
Civics
Introduction to Gov't
Advanced Gov't
Democracy in Action
World Geography
World History
World Cultures
European History
Contemporary History
Negro History
U. S. History
Economics
Sociology
Humanities
Other Social Studies
Total

FOREIGN LANGUAGES:
French I
French II
French III
French IV
French V
Spanish I
Spanish II
Spanish III
Spanish IV
Spanish V

COURSES OFFERED, 1967-68

Course Enrollment
Enrollment, Grades 9-12

Grade	High School Enrollment (Gr. 9-12)	Percent of Enrollment Taking	Courses Per Student Enrolled
20	345,430	110.74	1.11
62	345,430	81.97	.82
76	345,430	70.98	.71
29	345,430	68.71	.69
86	345,430	46.63	.47
49	345,430	45.90	.46
12	345,430	30.31	.30
51	345,430	23.64	.24
41	345,430	17.90	.18
21	345,430	12.60	.13
22	345,430	7.91	.08
37	345,430	5.86	.06
68	345,430	5.14	.05
53	345,430	4.56	.05
40	345,430	2.96	.03
84	345,430	1.70	.02
51	345,430	537.52	5.38

NORTH CAROLINA PUBLIC
S, 1967-68

Enrollment	Membership Last Day	Percent Passing
2	105,261	95,300 90.8
2	93,420	84,247 91.1
1	80,992	73,831 93.1
0	67,583	63,601 97.6
7	1,253	1,214 100.0
5	2,309	2,226 97.9
3	5,040	4,622 96.3
6	6,172	5,831 97.1
4	4,858	4,492 96.9
8	10,525	9,386 95.2
4	487	453 99.4
1	4,620	4,319 97.8
	382,520	349,532 93.2
4	642	524 90.3
4	66,643	57,829 90.0
8	2,953	2,497 90.0
1	69,387	63,677 94.4
3	42,160	39,409 94.0
8	32,175	30,037 94.0
7	11,703	11,153 95.7
1	15,732	13,253 90.0
8	3,359	3,163 95.7
4	422	390 91.8
	245,176	221,932 91.8
9	94,678	85,846 91.8
8	599	556 95.6
6	806	713 90.0
7	97,776	87,222 90.0
6	4,369	4,150 95.0
0	9,557	9,087 96.3
2	79	73 95.9
8	27,913	25,974 95.0
3	670	621 96.0
9	549	506 93.3
2	333	315 95.9
	237,329	215,063 90.0
3	41,399	37,339 91.2
8	8,556	7,230 92.6
6	4,302	3,363 95.1
1	4,520	4,185 96.5
1	26,603	24,027 91.9
7	60,743	54,939 91.9
7	906	816 92.9
0	563	519 98.5
3	631	598 96.7
1	148	137 93.4
1	84,694	76,665 91.9
3	23,542	22,379 95.7
7	23,783	22,254 96.1
2	664	636 98.9
7	2,108	1,937 96.3
	283,162	257,024 92.3
1	31,822	29,674 90.8
1	22,279	21,170 92.8
6	4,587	4,364 97.0
5	955	929 99.9
4	106	104 100.0
7	19,217	17,715 87.3
0	11,995	11,225 90.5
8	1,976	1,866 96.9
6	392	369 95.5
2	15	15 100.0

Course Title	Schools Offering	Enrollment	Membership Last Day	Percent Passing
German I	19	749	683	87.3
German II	11	418	393	94.4
German III	6	107	102	99.0
German IV	3	21	18	100.0
Italian	1	22	22	100.0
Latin I	134	5,735	5,361	90.3
Latin II	105	3,744	3,590	96.2
Latin III	25	380	368	99.5
Latin IV	13	192	189	100.0
Total		104,712	98,157	91.3
BUSINESS EDUCATION:				
Basic Business	340	15,216	13,359	91.8
Principles of Selling	8	245	224	97.8
Advertising	4	91	89	95.5
Typing I	698	64,597	59,238	94.4
Typing II	517	15,406	14,222	96.9
Shorthand I	459	12,759	11,125	91.7
Shorthand II	157	1,948	1,841	97.9
Notehand	24	711	674	96.9
Bookkeeping I	484	17,586	15,883	91.5
Bookkeeping II	54	712	653	98.0
Office Practice	270	5,583	5,200	98.4
Business Machines	24	821	727	94.4
Cooperative Office Occup.	73	1,355	1,280	97.8
Business Math	287	15,770	13,653	86.6
Business Communications	59	1,485	1,367	94.5
Business Law	54	1,791	1,657	92.3
Business Economics	55	1,984	1,766	90.6
Other Business	17	489	459	97.6
Total		158,549	143,417	93.3
INTR. TO VOCATIONS:	222	15,753	13,251	93.6
AGRICULTURE:				
Intr. to Agriculture	417	15,688	14,006	93.2
Ag. Science & Mechanics	431	11,263	10,141	96.4
Agricultural Production	168	2,582	2,376	98.3
Agricultural Management	112	1,682	1,591	98.7
Agricultural Construction	133	2,402	2,188	98.3
Ag. Machinery & Equip. I	165	3,602	3,278	98.2
Ag. Machinery & Equip. II	3	40	37	100.0
General Horticulture I	117	2,673	2,444	97.8
Ornamental Horticulture I	85	1,577	1,437	98.4
Ornamental Horticulture II	4	70	67	98.5
Forestry	44	883	802	98.3
Pulpwood Production	5	67	66	100.0
Crop & Soil Technology	21	275	256	97.7
Livestock & Poultry Tech.	32	465	426	96.9
Agricultural Chemicals	3	42	41	97.6
Ag. Business Oper. & Mgn.	12	131	122	99.2
Ag. Sales & Services	5	65	62	100.0
Special Needs in Ag.	1	14	12	75.0
Total		43,521	39,352	95.9
HOME ECONOMICS:				
Home Economics I	681	39,401	36,082	95.8
Home Economics II	576	19,814	17,791	96.6
Home Economics III	416	7,585	6,821	98.5
Home Economics IV	56	1,036	943	96.5
Housekeeping Aide	4	55	46	95.7
Management Aide	3	28	27	88.9
Food Service	20	262	232	99.1
Clothing Service	3	31	26	100.0
Child Care Aide	5	212	203	96.6
Custom Sewing	14	322	310	98.7
Companion Aide	1	16	16	100.0
Home Economics Food	26	612	569	96.7
Home Economics Clothing	18	517	480	98.1
Family Relations	13	520	475	97.7
Boys Home Economics	46	1,145	1,032	94.6
Family Life Education	238	10,095	9,282	96.9
Total		81,651	74,335	96.4
DISTRIBUTIVE EDUCATION:				
Distributive Education I	161	3,815	3,220	97.2
Distributive Education II	167	2,377	2,116	98.3
Marketing I	118	3,355	2,958	96.3
Marketing II	12	153	144	96.5
Commercial Art	3	47	47	100.0
Salesmanship	13	394	337	90.2
Advertising	4	99	91	86.8
Total		10,240	8,913	96.8
TRADE AND INDUSTRIAL EDUCATION:				
Automotive Industry	6	253	235	88.1
Ceramics Industry	1	10	10	90.0
Construction Industry	79	3,641	3,201	94.0
Electrical Industry	10	339	290	93.1
Furniture Industry	4	164	134	90.0
Graphics Industry	4	95	85	90.0
Textile Industry	3	42	36	100.0
Metals Industry	7	291	256	96.9
General Industry	7	468	391	96.4
Aerospace Industry	1	38	27	96.3
Ind. Coop. Training I	147	2,965	2,489	99.0
Ind. Coop. Training II	126	1,707	1,505	99.2
Ind. Coop. Training I & II	18	286	249	99.2
Coop. Occup. Training I	3	91	77	100.0
Auto Body & Fender Repair	1	38	34	100.0
Automotive Engine I	1	21	16	100.0
Automotive Engine II	1	4	3	100.0
Auto Mechanics I	42	902	798	95.4
Auto Mechanics II	23	303	267	99.3
Combustion Engines I	28	629	567	97.7
Combustion Engines II	17	197	180	98.3
Gas Engines Repair	1	38	38	100.0

Course Title	Schools Offering	Enrollment	Membership Last Day	Percent Passing
Auto Service Specialist	1	22	19	100.0
Bricklaying I	152	2,623	2,337	96.4
Bricklaying II	103	1,337	1,194	97.2
Cabinetmaking I	17	290	264	97.3
Cabinetmaking II	3	45	45	100.0
Carpentry I	114	1,817	1,633	95.8
Carpentry II	63	753	675	96.7
Painting & Decorating I	3	28	28	100.0
Intro. Tech. Drafting I	75	2,563	2,339	94.4
Basic Technical Drafting II	42	621	576	98.6
Architectural Drafting III	7	27	27	74.1
Surveying I	1	15	13	100.0
Plumbing I	4	42	30	100.0
Plumbing II	2	19	18	100.0
Electricity/Electronics I	45	1,263	1,124	92.0
Basic Elec./Electronics II	9	122	112	98.2
Electricity/Electronics I & II	6	111	97	100.0
Com. & Ind. Communications	19	313	271	98.9
Home Entertainment Equip.	3	57	53	92.5
Appliance Repair	9	104	98	99.0
Electrical Installations	4	39	37	97.3
Com. Cooking & Baking I	5	94	82	98.8
Com. Cooking & Baking II	6	82	0	100.0
Cosmetology I	12	216	192	96.4
Cosmetology II	5	66	57	98.2
Health Occupations I	25	613	570	93.7
Health Occupations II	18	254	201	99.0
Marineology I	1	28	27	85.2
Marineology II	1	13	12	83.3
Marine Vocations I	2	27	27	96.3
Marine Vocations II	2	17	16	100.0
Printing I	2	41	36	100.0
Printing II	1	10	9	100.0
Graphics & Ind. Comm. I	7	209	195	99.5
Graphics & Ind. Comm. II	2	17	17	100.0
Shoemaking & Repair I	1	18	17	88.2
Shoemaking & Repair II	1	13	12	100.0
Tailoring I	8	189	163	96.9
Tailoring II	6	56	52	98.1
Industrial Textiles I	1	18	12	100.0
Machine Shop I	14	326	255	98.8
Machine Shop II	1	69	65	100.0
Sheet Metal I	2	38	33	100.0
Sheet Metal II	1	21	20	100.0
Welding I	8	131	112	99.1
Welding II	3	23	20	95.0
Total		27,322	24,150	96.3
MUSIC:				
General Music	103	5,404	4,968	97.1
Chorus	498	32,036	30,008	99.2
Band	446	22,366	21,270	99.2
Orchestra	59	1,002	988	99.8
Music Theory	27	598	559	95.5
Music Appreciation	7	175	149	94.6
Other Music	13	260	256	99.6
Total		61,841	58,198	99.0
ART:				
Art I	251	13,607	11,977	96.9
Art II	109	3,296	2,933	96.7
Art III	37	756	698	96.3
Art IV	7	42	42	100.0
All Other Art	3	67	56	94.6
Total		17,768	15,706	96.8
INDUSTRIAL ARTS:				
Industrial Arts I	208	11,164	9,924	94.5
Industrial Arts II	82	2,399	2,094	93.4
Industrial Arts III	8	150	135	92.6
Graphic Arts	25	700	622	95.5
Crafts	12	479	439	99.1
Mechanical Drawing I	94	3,111	2,835	93.4
Mechanical Drawing II	36	509	479	97.3
Mechanical Drawing III	3	27	27	100.0
Metal Tech. I.	11	425	341	93.3
Metal Tech. II	3	93	85	100.0
Wood Tech. I	10	314	266	94.0
Wood Tech. II	10	234	187	96.8
Electricity/Electronics	4	71	68	92.7
Power Mechanics	13	561	533	95.9
Total		20,237	18,035	94.5
HEALTH & PHYS. ED.				
Physical Education I	655	115,629	105,717	95.3
Physical Education II	311	37,453	33,896	97.7
Physical Education III	20	1,155	1,059	98.6
Physical Education IV	9	505	471	93.8
Modern Dance	3	72	63	90.5
Health	51	6,272	5,745	95.7
Total		161,086	146,951	95.9
MISCELLANEOUS COURSES:				
Psychology	21	1,395	1,323	94.9
Guidance	2	112	99	98.0
Photography	3	107	95	93.7
Bible	28	1,624	1,414	90.2
ROTC	8	1,156	1,047	94.4
Aerospace Education	5	307	296	95.9
Special Education	15	1,183	974	90.5
Total		5,884	5,248	92.8
GRAND TOTAL		1,856,751	1,689,264	92.8

THE HICKORY STICK

A number of hickory sticks must have been worn out by William Chaffin if he punished his Stokes County students with the specified number of lashes for every infraction of his rules. These rules appear in Charles L. Coon's NORTH CAROLINA SCHOOLS AND ACADEMIES, 1790-1840: A DOCUMENTARY HISTORY (Raleigh, N. C., 1915), pp. 763-64.

	Lashes
Boys & Girls Playing Together	4
Quareling	4
Fighting	5
Fighting at School	5
Quareling at School	3
Gambleing or Beting at School	4
Playing at Cards at School	10
Climbing for Every foot Over three feet up a tree	1
Telling Lyes	7
Telling Tales Out of School	8
Nick Naming Each Other	4
Giving Each Other Ill Names	3
Fighting Each Other in time of Books	2
Swaring at School	8
Blackgarding Each Other	6
For Misbehaving to Girls	10
For Leaving School without Leave of the Teacher	4
Going Home with each other without Leave of the Teacher	4
For Drinking Spirituous Liquors at School	8
Making Swings & Swinging on Them	7
For Misbehaving when a stranger is in the House	6
For waring Long Finger Nailes	2
For Not Making a bow when a Stranger Comes in or goes out	3



WELL WORN IN 1848

Misbehaving to Persons on the Road	4
For Not Making a bow when you Meet a Person	4
For Going to Girls Play Places	3
Coming to School with Dirty face and Hands	2
For Caling Each Other Liars	4
For Playing Bandy	10
For Bloting Your Copy Book	2
For Not making a bow when you go home or when you come away	4
Wrestling at School	4
Scuffling at School	4
For Not Making a bow when going out to go home	2
For Weting Each other Washing at Play time	2
Girls Going to Boys Play Places	2
For Hollowing & Hooping Going Home	3
For Delaying Time Going home or coming to School	4
For Not Mak.g a bow when you Come in or go Out	2
For Throwing Any Thing Harder than your trab ball	4
For Every word you mis In your Hart Leson without Good Excuse	1
For Not Saying yes Sir & no Sir or yes marm or no marm	2
For Troubleing Each others Writing affares	2
For Not washing at playtime when going to Books	4
For Going & Play.g about the Mill or Creek	6
For Going about the Barn or doing Any Mischief about the place	7

November 10th, 1848.

Wm. A. Chaffin



Volunteer Program Improves Teacher - Student Ratio

Most of the children at Lowrance Elementary School in Winston-Salem are educationally and economically deprived. About one third come from homes with only one parent, and 97 percent of them are Negro. The school itself is situated in an ugly industrial area; even the morning air is heavy with smog.

Much is being done for the children at Lowrance. Those who might have gone hungry once are now fed a free breakfast and lunch. ESEA programs at the school include teacher aides, art instruction, a communications workshop, and a social worker to see that the children who need it are clothed and medically attended. But such assistance will not lengthen a limited attention span; nor will it help a child to read. "Let's face it," said Principal Jerry Reid, "With a teacher-student ratio of 30 to one, we cannot help all these children."

Reid has found a way to cut that ratio considerably—volunteers—and it hasn't cost the taxpayer a cent. More than 140 women from 30 local churches are tutoring the slow learners at Lowrance Elementary School this year. They were recruited from a score of local churches and are under the direct supervision of Reid and Dr. Lee Potter, a Wake Forest English professor, who has headed the project since its beginning three years ago.

The venture began in the late summer of 1966 when a small group from St. Anne's Episcopal Church offered their services to the school. Cultural outings were first discussed, but Reid felt that the students at Lowrance needed more basic assistance than occasional museum trips. As he put it, "You can talk to a man on the corner and never know if he's been to a bakery or museum. But if he can't read, it sticks out like a sore thumb."

The school's worst problem, Reid felt, was "progressive retrogression." First graders were completing the year three to four months behind, and the slippage continued each year until the children were certain to become dropouts. To check this slippage, Reid worked out a tutoring program with priority in the language arts. Potter rounded up the volunteers and Lowrance's tutorial program was launched.

Forty women volunteered the first year. Three or four visited the school each morning for two 45-minute tutoring sessions with children in the lower fourth of the first grade. The number rose to 60 the second year, and a control group was established to evaluate the program.

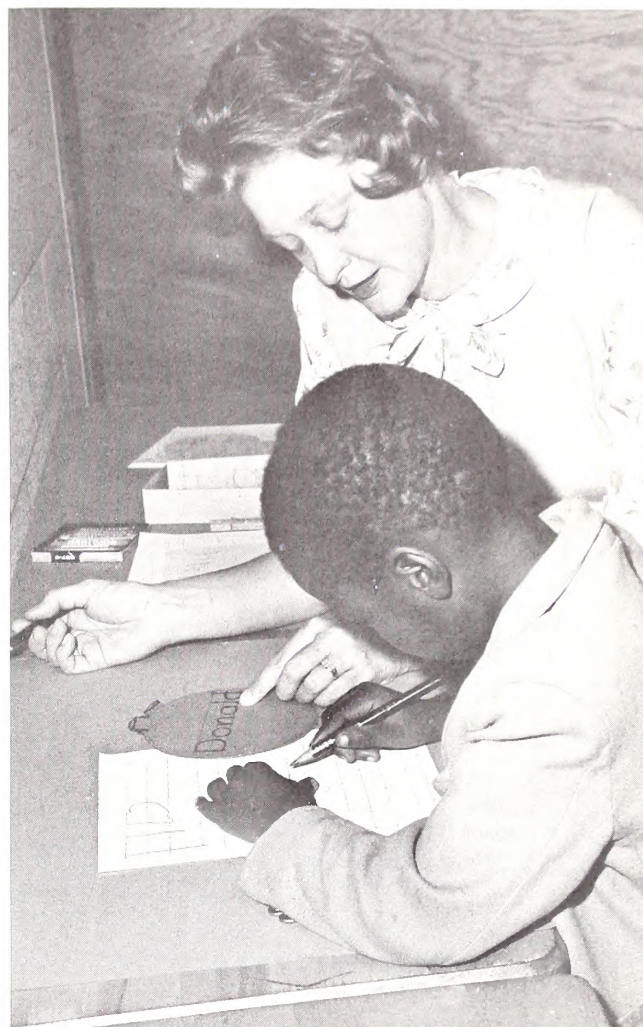
This year, the program covers the lower quarter of the first three grades. Every day, Monday through Thursday, about a dozen women visit the school for an hour and a half. Each volunteer comes one morning a week for eight weeks; then a new group takes over. Each tutor is assigned to a small carrel with three or four students. These study centers are located in every spare corner: the lunchroom, bookroom, halls, and even on the stage of the auditorium.

Teacher aides are important in making the tutorial program work. They direct the traffic, supply materials, and explain what the teacher wants done that day. All lessons are carefully prepared by the teachers with explicit instructions detailing each activity. Tutors and teachers meet for a few minutes of consultation at the end of the daily session. With heavy emphasis on increasing reading ability, most of the children work with comprehension materials such as coloring books, vocabulary cards, and readers. A few minutes of each session are reserved for reading aloud or conversation because, Reid pointed out, the children are exposed to little communication at home.

Many of the volunteers were dubious that they would be effective teachers. But as Reid explained it, "My staff handles the professional work. All we expect from the ladies who come here is patience and some affection for these kids." An orientation session is held each year before school begins to acquaint the volunteers with the goals and methods of the program. This session also allows Potter and Reid to meet each volunteer before school opens. Most of the women are housewives and mothers—some even hire babysitters to enable them to come. The majority are college educated and many have had teaching experience or training.

At right, Donald is aided in his efforts to write his name by Mrs. DeLeon Stokes, one of 150 local women who are volunteering their time to the school this year.

Below, language arts is emphasized at Lowrance; Mrs. P. H. Davis, Jr., assists youngsters with perception exercises. Detailed instructions for each lesson are provided by classroom teachers.



According to Reid, the "real beauty" of the program lies in unexpected advantages. Teachers are left with a class of 12 or 13 students, and children with short attention spans greatly benefit from a change in activity. (Reid noted that the school tries to provide at least four different activities per day involving movement from one room to another for each child.) Discipline problems have decreased. "If nothing else, the children are exposed to interested, patient women who want to help them," the principal said.

Potter and Reid considered the first two years of the effort an experiment and declined expansion until the third year. They sought to discover, first, if it was possible to sustain a volunteer effort over a period of years; and second, if teacher-directed volunteer tutoring would produce measurable results. They say both questions have been answered affirmatively. About 80 percent of the volunteers have stayed with the program each year, and many have asked to return at the end of their eight-week session. "You can't buy talent, character, and dedication of this sort. Their concern and sense of involvement is unbelievable," said Reid.

As for the students, the 1965-66 first grade class at Lowrance was not tutored. They measured 1.6 on the Standard Metropolitan Reading Test and they should have measured 1.9. The 1966-67

class was tutored, and they averaged 1.7, two months below the norm; the 1967-68 class averaged 1.8, just one month below the norm.

In Mrs. Princetta Jenkins' second grade class last year, 16 children had been tutored while in the first grade. She started them on readers which they completed during the first quarter of the year. "The year before, none of my second grade class had been tutored," she said. "They began the year with the same readers and at the end of the year none had been completed." The progress, if small, is meaningful. And with the first three grades being tutored this year, Potter and Reid feel sure that the rate of progress will grow.

"We didn't want to expand until we got a good look at the volunteers," said Reid. "And we have found that the caliber and sincerity of these women are overwhelming." Potter pointed out that any volunteer program depends not only on those volunteering, but on those directing their efforts. "We've got these people working under the direct daily supervision of trained people. All of them are extremely interested and dedicated or it wouldn't work."

Reid calls such volunteers "an untapped supply of help." And at Lowrance, it would seem that he has brought in a gusher.

Continuous Nongraded Program at Camp Lejeune

Until last year, the schools at Camp Lejeune were graded traditionally—fourth graders went to the fourth grade, fifth graders to the fifth, etc. But at the opening of the 1967-68 term, the schools converted to a “continuous nongraded program” designed to fit the needs of a student population with special problems. Students at the base are born and reared all over the world. They remain at the base an average of 18 months.

There are eight schools at Camp Lejeune serving almost 5,000 children, all of whom are dependents of Marine Corps or Navy personnel. The schools are approved by the State Department of Public Instruction; however, all financial support is federal.

The new nongraded program extends from the elementary through the senior

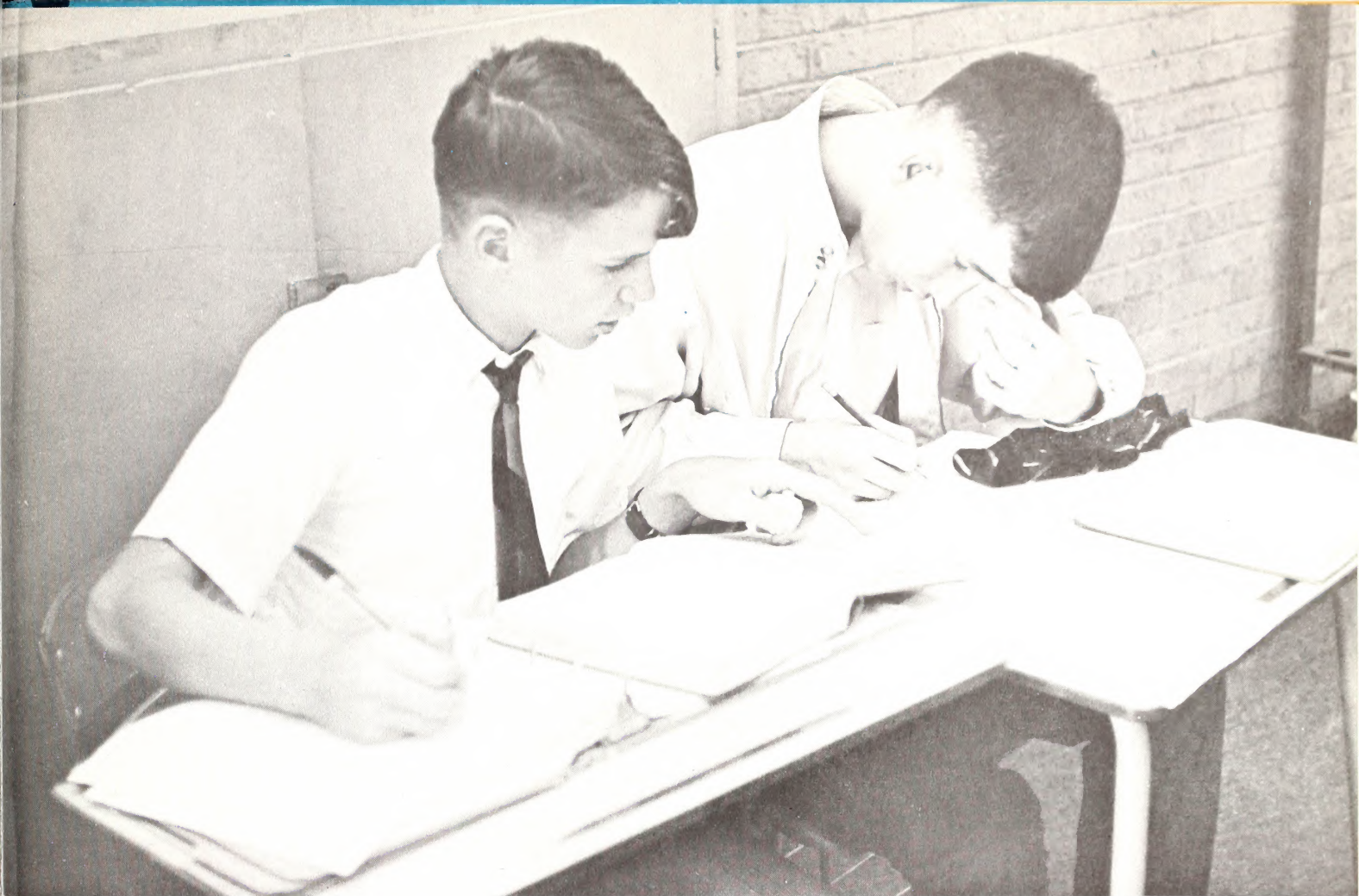
high school levels. According to Ross F. Tipton, assistant superintendent, the program was adopted in order that “those students who can excel are given the opportunity, while those who need remedial help are also aided.” Most students will fall in the middle, he contends.

Emphasis in the elementary schools (1-6) is placed in the area of language arts. When an elementary student enters a base school, he is given the Metropolitan Reading Test and placed on one of the 24 levels of English which are offered concurrently. Each child is placed at the level of his achievement, and he may move from one level to the next as rapidly as he is able. Mathematics is also treated as a continuous subject, but it is limited to seven levels.

Grades are indicated in terms of “Outstanding, Satisfactory, and Needs Improvement.” The teacher also indicates the child’s level of achievement, the book and page number completed, and the grade equivalent. For those students transferring, a more detailed report is sent to the new school. “The intent of the program,” according to Tipton, “is not to permit a child to finish elementary school at an earlier age, but to permit a child to work at his own ability level.”

The traditional self-contained classroom of the elementary school has been eliminated. The children are grouped by ability in language arts and math, but by age level for home room periods and all other subjects—social studies, writing, art, music, health, physical education, and science. Team teaching is an essential of the nongraded system. It enables each teacher to specialize in one area of the curriculum. Each team has five teachers including a leader, who is responsible for scheduling large group instruction and planning the overall program. The team is responsible for the education of about 150 students, and each team is considered a small school in itself—there may be as many as five or six schools within a particular elementary school. Each team member is, in turn, responsible for the guidance of about 28 students. The individual teacher is also responsible for reporting to each child’s parents. Cross-teaming, a procedure through which two or more teams pool their efforts in special areas, was begun this year. “All the talents of each person can be utilized through teaming,” said Tipton.

The junior high school (7-8) approach is much the same; however, achievement plateaus are grouped into phases and levels. In the phase subjects, history and science, there are five offerings in each year of study ranging from classes for the underachiever to classes for the student able to achieve a year or more above his grade level. A student would normally remain in one phase of a subject all year; however, he may be moved in some cases. Skill subjects, math and English, are divided into numerous levels through which the



student may move as rapidly or as slowly as he is able. Passing and failing marks are used for all subjects except those levels of English and math that would correspond with the average level of achievement. In these levels, students are graded traditionally, A-F.

Another innovative aspect is pupil twinning, (shown in photograph) a method in which students are paired in one or more subjects. The students work together in class, and they sometimes actually teach one another. "Twins" may take tests or write term papers together, split their homework, or take a joint grade if they are in agreement. This year, a few advanced French students are being paired with beginning French students. In most cases, however, twinning is based on matching achievement.

Pupil learning packets have been introduced at the junior high school level. In them, a student finds directions and materials that he may use to continue a short course of study without the direct supervision of the teacher. And proposed for next year are mini-labs—a large room with tiny labs where each student may pursue an individual course of scientific investigation.

Modular scheduling is being used at the junior high school level with the

assistance of the base computer. The schedule is based on 30-minute periods of time, each called a "mod." With flexible scheduling, subject areas are allotted time according to their needs rather than having the same period of time allotted for each subject. There are four modules, or two hours, of English each day and 60 minutes each day for all other subjects. Special classes, such as art, home economics, physical education, and music, are scheduled on a staggered basis throughout the school year.

At Lejeune High School the non-graded system is based upon the same principle—individualized instruction. However, at this stage the students themselves are responsible for phasing, or deciding which level of a course they will take. Students are tested and advised extensively before they are asked to make decisions. Initiation for a change in phase must come from the student himself, and a great deal of emphasis is placed upon the student's responsibility in this area. The high school offers up to six phases of academic subjects. They range from remedial courses to independent study for exceptionally bright students. (One student is currently learning Russian.) Students who take independent study are assigned a special advisor for that

course and are scheduled with one period of library time a day.

In terms of record keeping, the high school students are placed in grades, but any one student might be taking courses in a variety of phases. Again, according to Tipton, most of the students will fall into a normal pattern. But for those who don't, the phases answer a definite need.

High school students are graded on a quality point basis, with those students in the upper phases earning more points for A work than those in the lower phases. The student who gets an A in phase five English has done a great deal more work than the student who gets an A in phase three. Each pupil takes six subjects per year, two of which are physical education and a nonacademic subject. There are no study halls.

According to E. Conrad Sloan, principal, there are few failures at Camp Lejeune High School. More than 75 percent of Lejeune's graduates attend four-year colleges, and almost 90 percent further their education. The Camp Lejeune scores on the College Entrance Examinations are, in all areas, significantly above the national average.

Tipton feels that the overall program is a success. "We think toward the individual student here," he said.

101ST STATE FAIR DRAWS STUDENTS

School children by the thousands visited the North Carolina State Fair this year. Untold numbers of hot dogs were consumed and millions of peanuts were munched as they rode the whirligigs, laughed at the carney men, and tracked endlessly from pigs to pies and from homemade pickles to shining tractors. Many of the children took an active part—projects, animals, produce, and talents of all kinds were shown with pride. All went home tired, dusty, and full. Many clutched blue ribbons besides.

The Lee Edwards High School Square Dance Team (pictured at right) traveled all the way from Asheville. They were rewarded with first place in the smooth dancing competition of the Fair's 21st Annual Folk Festival.



attorney general rules

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Liability of Board of Education and Certified Teacher for Negligent Acts or Omissions of Third Parties, October 18, 1968. . . . "You narrow your inquiries with respect to the following circumstances: (1) The liability of a certified teacher who entrusts his class or a part thereof to the supervision of an aide; and (2) The liability of a certified teacher and the board of education where parents voluntarily render services to classrooms or groups of children under the direction of the teacher or the school. . . .

"Generally speaking, a teacher in the public schools is liable for injury to pupils in his charge caused by his negligence or failure to exercise reasonable care. . . .

"On the other hand, a board of education, unless it has waived immunity from tort liability, as authorized in

G. S. 115-53, is not liable in a tort action or proceeding involving a tort except such liability as may be established under our Tort Claims Act, G. S. 143-291 through 143-300.1'. . . . Accordingly, a board of education may not be held liable at common law for negligence in the transportation of teachers or pupils in school buses. . . . However, the school board's immunity from tort liability does not extend to its employees. Therefore, although the board of education would not be liable at common law for negligence in the transportation of teachers or pupils, the school bus driver would be individually liable for his negligence in the operation of the school bus. . . .

"Focusing now on the specific circumstances, the teacher—since he has the primary responsibility for the welfare of the pupils under his supervision—may be responsible for the negligent acts or omissions of the aide acting under his direction. The duty of the teacher to exercise reasonable supervisory care for the safety of the students entrusted to him, and his activity for

injuries resulting from failure to discharge that duty, is well recognized in our State and elsewhere. . . .

"Before the teacher could be held liable for the negligent acts or omissions of the aide, it must be shown that the teacher was negligent in entrusting the pupils to the supervision of the aide. For example, if the teacher knew or should have known that the aide was irresponsible and the teacher persists in allowing the aide to supervise the pupils, the teacher may be held liable for injuries sustained to a pupil as a result of the negligence of the aide.

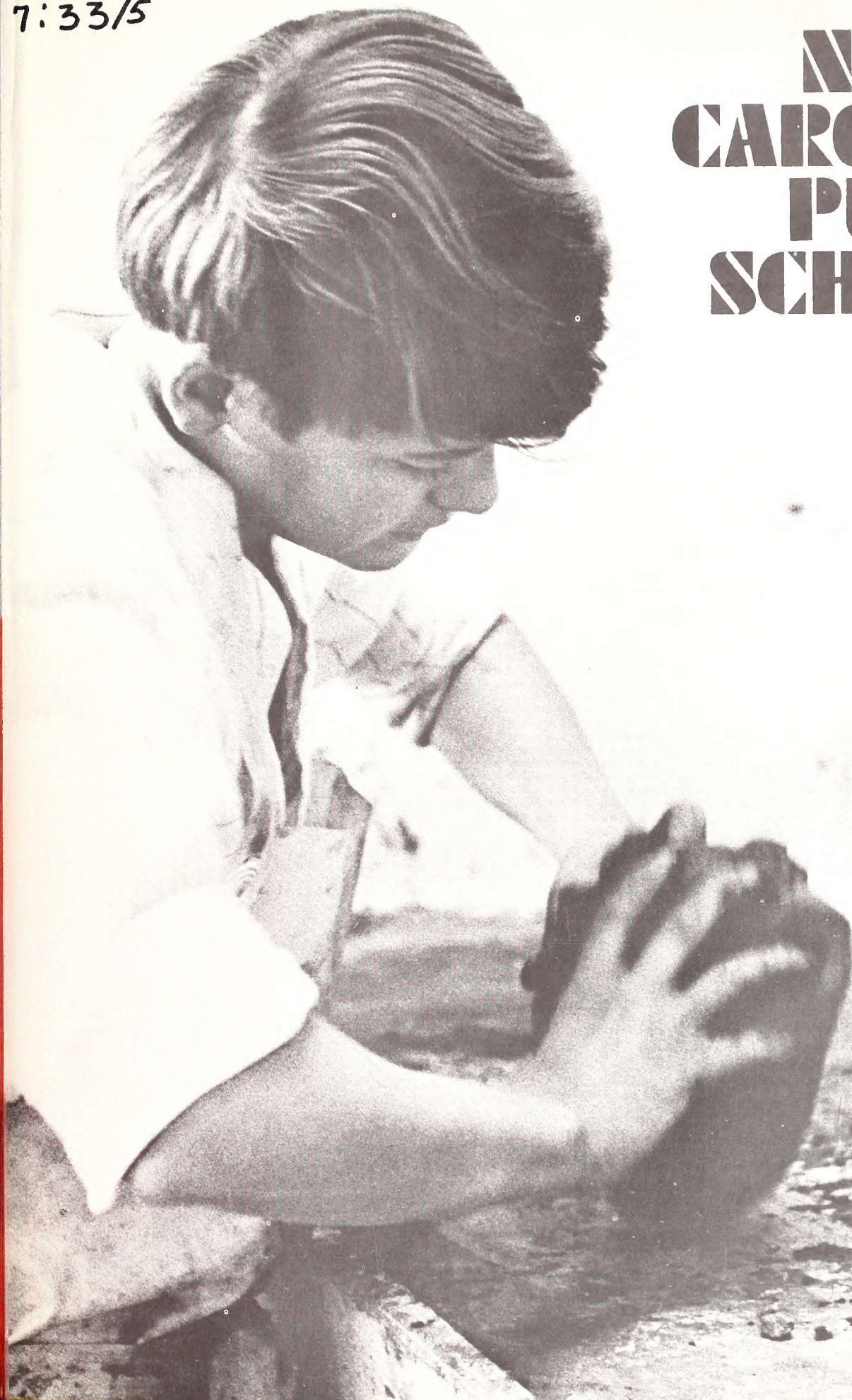
"The same principle applied in the case of the aide would be applicable to the parent who voluntarily rendered services to classes or groups of children under the direction of the teacher. The teacher or the principal of the school, if the principal directs the parent to supervise the pupils, may not escape his primary responsibility simply because a parent is supervising the children, if the teacher, or principal, knew or should have known that the supervising parent was irresponsible."

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NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 33 / NUMBER 5 / JANUARY 1969



COVER

The N. C. Advancement School is conducting experimentation and research into the causes and possible remedies of underachievement. Dr. John N. Bridgman, school director, contends that art has much correlation with improvement in behavior. Pictures of the school (see story on page three) are by Dr. Bridgman.

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Official Publication issued monthly, except June, July, and August, by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh.



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APPRECIATION AND GOOD WISHES

Superintendent Carroll is passing the reins of the North Carolina Public School System to other hands after sixteen years of dedicated service, sixteen years marked by change and challenge, filled with momentous decisions and hitherto unmatched growth and achievement. In another era the scope of events of these years undoubtedly would have extended to several decades. Such luxury was not permitted; the pace of history could not be changed.

A recital of the great policy changes, the struggles within, the pressures from without, and the paradoxes of abundance amidst scarcity can serve in retrospect only as measuring instruments attesting to the genuine quality of the man who has given so much of himself to the cause of a better life for the people of his native State.

True greatness has an elusive and unquenchable quality about it. It can be seen in all facets of man's handiwork: in his music and art, in his architecture and the artifacts with which he surrounds himself, and in the institutions he has created and the dreams he embraces. But it is in the man himself that greatness shines brightest, and the rarity of its occurrence merely accentuates the brilliance.

Superintendent Carroll leaves his post with an aura of greatness about him and highly esteemed by those who have known him well and worked closely with him. Dignity and cordiality are the hallmarks of his associations with everyone, whether of high or low estate. Devotion to integrity and justness is a beacon that guides his own pathway and his dealings with others. An unswerving commitment to good schools and to improving educational opportunities for the children and youth of North Carolina has motivated his efforts throughout a long and distinguished career.

At his leaving, the staff members of the Department of Public Instruction express to Dr. Carroll deep appreciation for his leadership, for the wise counsel he has given, for the good example he has set, and for his countless acts of kindness. Also, to him and Mrs. Carroll the entire staff extends heartfelt good wishes for the years ahead. It is hoped that the "magic carpet" becomes their own to possess and that it will serve them long and well.

Nile F. Hunt, Director, Division of General Education
On behalf of the staff members of the Department of Public Instruction

LEARNING, Not Teaching, Emphasized at Advancement School

Signs with garish lettering were posted along the hallway declaring that Middle Earth was located nearby, and the door they pointed to was sealed. From inside the room the shake of a rattle was heard, and the door opened. Adults in the hall were led single file into a room darkened almost to blackness. As they grew accustomed to the absence of light, it was possible to distinguish the faces of young boys sitting in a circle on the carpeted floor. From the light of a single flame in the center of the circle, it became apparent that the room was indeed a classroom—although unusually arranged. Desks were pushed against walls covered with a bright selection of posters: the Alps, Captain Swift, and ritualistic signs interpretable only by the select few seated on the floor. From the shadowy ceiling hung strange mobiles; peeking behind two screens, the adults noted shelves and small tables loaded with colorful paperback books.

The Lord of the Rings, a small boy by daylight, had been transformed into a tribal leader by the vote of his fellows and an African gazelle skin which was in constant danger of slipping from his head. Before him lay the crossed swords of his power. To his right was seated his assistant—runner-up in the Lord of the Rings daily election—who maintained order by the shake of a pebble-filled

Haitian gourd. The Voice of Middle Earth, another small boy, spoke; a question was posed, answers came quickly from the surrounding Middle Earthmen. And through the talk ran probing questions—"what, where, why, how, and when"—which were being interjected by the teacher. The discussion was amazingly more interesting than most classrooms—in essence something like a cross between group therapy and a literature discussion. The boys were talking about and acting out, without prompting, a recently read story and applying its situations and values to themselves.

The probing questions came from the teacher-counselor, H. G. Myers; the Middle Earthmen were seventh graders at the Advancement School in Winston-Salem; and the observing adults were visiting teachers from Watauga County, there to learn something of the methods used at the school to deal with underachievers.

The school was funded by the 1967 General Assembly to conduct experimentation and research into the possible causes and remedies of underachievement. Approximately 100 boys are housed on the campus, site of Winston-Salem's old City Hospital. The students, all designated underachievers, come from across the State and stay at the school for one four-month term. Two winter terms and one summer term are offered.

The Middle Earth class is part of a daily, two-hour language arts-social studies block. Thirty minutes of class time are devoted to the ritualistic meeting. (In another language arts block, a courtroom theme is used.) According to Myers, who originated the idea, Middle Earth is an experiment evolving from his efforts to establish an "unpretentious child-centered approach to learning." He borrowed and expanded upon the plot of J. R. R. Tolkien's **Lord of the Rings** to provide "a unique encounter situation" for his group of boys.

Myers believes one of the primary reasons the effort has been successful is that learning experiences are generated and controlled by the students themselves. He feels that this type of encounter submits to all the emotional and social forces of young boys: respect for gangs, peer consciousness, and the ritualistic

and imaginative experience. "It would be particularly interesting to see what advanced English classes could do with this sort of thing," he said. (The school's entire humanities program—including the language arts block such as the Middle Earth class—seeks to help the students analyze their values, attitudes, beliefs, and interests in order to relate positively to themselves, their peers, and to the society around them.)

The teachers visiting the Advancement School that day began their tour with an informal seminar led by Dr. John N. Bridgman, Jr., director of the school. They learned that for the purposes of the school's experiments, an underachiever is defined as a student with average or above average ability—as judged by his standardized test scores, academic record, and teacher observations—whose achievement level is two or more years below his expected level. Major purposes of the school are to help selected underachievers break through their learning barriers; carry out controlled experimental projects designed to identify the factors contributing to underachievement; experiment with different techniques and media which may help overcome learning barriers and are feasible for use in the schools of the State; and to make their findings available to other schools and related agencies.

Dr. Bridgman feels that teacher or educator seminars are one of the best ways in which findings of the school can be demonstrated. At the present time around 50 visitors can be housed. The school entertained about 300 visitors per month during the fall term. Findings of the school are also disseminated through research reports and direct inquiries from individuals.

Emphasis in the school's instructional program is on individualization and prescribed instruction which begins with extensive testing. All students receive 13 tests, and some may receive as

many as 18. Instruction then concentrates on building skills in areas that are weak. Class sizes vary from 15 to 25, depending on the activity. Teachers have a smaller class load than their public school counterparts since each instructor undertakes a controlled experiment along with his teaching responsibilities. (The Middle Earth class, for example, will be tested and compared with other language arts blocks to determine if this ritualistic approach differs in results from a more usual classroom technique.)

The boys are split into "houses" or groups of 15. Each group is assigned a counselor who lives with them in the dormitory. (College students act as assistant counselors and also live in the dormitory.) The counselors are all social studies or English teachers; none are trained psychologists. Teachers without extensive psychological training are used in order to help determine what methods the average schoolteacher might use to combat underachievement. However, workshops before school begins and in-service training meetings are held to acquaint them with psychological methods. By becoming teachers in the daytime, the counselors are constantly with the boys and are thus able to establish rapport in short order. All formal teaching efforts, however, are made during class hours.

Classes begin with a diagnostic unit designed to help the boys learn to identify their strengths, needs, interests, and abilities, and to begin seeking ways to overcome their learning problems. Gradually, the diagnostic units involve students in communication and in some understanding of their role in society. According to Dr. Bridgman, "As students discover their needs and begin to seek help in meeting them, the counselor directs them to other staff members who are specialists in different areas of the curriculum."

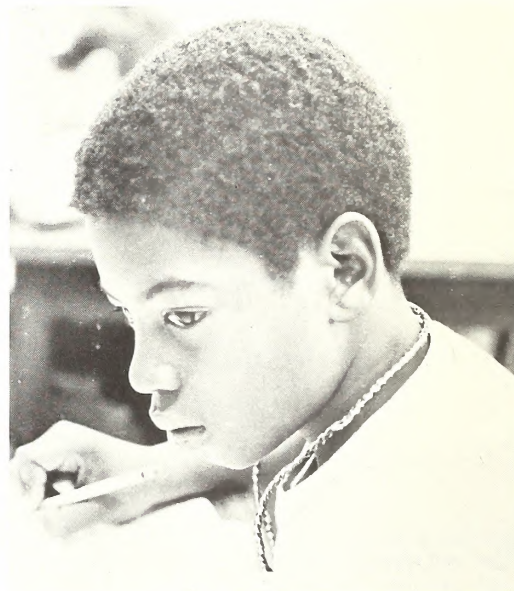
LEARNING



1

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LEARNING



LEARNING

3



Much emphasis is placed on leading the student toward accepting more responsibility for his own learning. As his responsibility increases, so does his learning. Dick Allen, coordinator of guidance and counseling, feels that the main thrust of the language arts block is to "humanize learning by enabling the boys to understand each other and themselves better." By seeing themselves and others in a better light, the boys begin to learn how to solve their problems. Allen calls the approach nondirective psychotherapy. "Every human being has the wherewithal to solve his own problems," he said. The faculty at the Advancement School acts as a team to achieve this end.

"We cannot change the things that affect the boys at home—such as school, parents, and peer groups—so we try to give them internal strengths," said Allen. A more positive self-concept is achieved by rewarding them for things which are a success, however small. "But this does not include rewarding phony successes," he said. Most of the boys are so accustomed to failure they are hesitant to try something new. "We take it in small steps," Allen explained. For example, a small group decided to publish a school newspaper. The counselors and other teachers did not help or advise unless asked to do so. In consequence, the first issue contained poor grammar and spelling and the boys were ridiculed by their peers. "Now at home, they never would have printed the second issue. Here they tried it again—asking questions of their teachers, using resource materials, etc. By the end of the semester, their grammar and spelling were considerably improved. The boys' final efforts were something to be proud of—something worthy of real praise."

Another aspect of the counseling program is an "encounter group" initiated by Allen last fall. Six boys and six adults, chosen at random, meet once a week to discuss anything they choose,

providing the subject is more or less concrete. Allen joins the group and acts as mediator. He is using the group as an experiment to determine if this kind of activity will help the boys accept themselves and adults more realistically. "They spent two sessions deciding if they could trust one another," he said in a tone that implied success.

Individualism and lack of teacher-dominated programs are the technique in all areas of the curriculum. In science the boys are encouraged to become involved by discovering new phenomena for themselves. They pick a project themselves, but, of course, many of the ideas are more or less planted by the teachers. The boys must then research their project before they can begin working on it; they even consult various other teachers. Rat mazes, plants, rocks and minerals, and a small weather station seem to fill the science lab.

An integral part of the instructional program is a learning center where reading and math are taught in terms of skill development. Classes are small and programmed materials as well as a few teaching machines are used. (Although the school has a wealth of equipment left from the days when the facility was operated by the Learning Institute of North Carolina, Dr. Bridgman contends that "the answers to underachievement do not lie in hardware.") A room reserved for quiet reading has thick carpeting and large leather-covered pillows upon which the students lean for comfortable reading.

A further development of the program, called "exploratory curriculum," encourages the student to begin to identify his interests and abilities in special areas such as art, music, and industrial arts. These subjects are not required, but they bring startling results in terms of self-discovery and self-expression, Dr. Bridgman said.

In music classes one youngster is chosen each day to act as a critic-director. He sits in a special chair and takes continuous notes on the day's performance. Later, when his verdict is delivered, it often happens that the student-critic is much more severe than the teacher. And the students often seem more receptive to criticism from their peers than from adults.

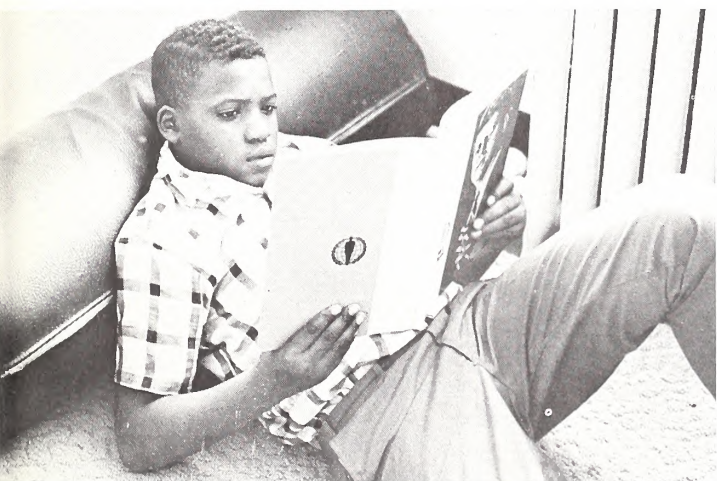
Self-expression is the keynote in art classes where "tracing" is a dirty word, and things drawn or sculpted may take any color or shape the student fancies. Dr. Bridgman said art seems to have more correlation with improvement in behavior than any other subject. "The relationship between art and the decrease in the difference between the way a student sees himself—as he is and as he should be—is amazing," he said. Often the underachiever has a totally unrealistic picture of what he should be. With positive self-concepts, the student will begin seeking attainable goals.

"There is more emphasis on learning than on teaching at this school," said Dr. Bridgman. The results, of course, vary. One child was moved six grade levels in reading during last summer's term. But with many of the boys, the staff feels that they have barely scratched the surface before the boys are sent home.

The students face serious re-entry problems when they return to their home environments. For a month before departure, counselors and teachers discuss these difficulties with the boys. A follow-up study is being planned to determine with exactness the long-range effectiveness of the program after the underachiever has returned home. "If we've built the strengths, they won't be as threatened," Allen said. "We try to get them to set realistic goals, realizing that with any goal, they'll have to do things they don't much care about."

Dr. Bridgman said, "We are seeing the emergence of a theory for overcoming underachievement." The first aspect, he feels, is breaking down the student's defensive barriers and getting him to look at himself in a realistic way. Replacing the student's "false security blankets" with something more lasting—positive rather than negative behavior—is the second step. And through group problem-solving the student learns techniques that will help him arrive at solutions to his own problems and accept responsibility for his own behavior. Then, according to Dr. Bridgman, "You can let him learn."

1. During music class each day, a different student-critic reviews the performance. Student criticisms are often more stringent than the teacher's remarks. 2. Individualism and prescribed instruction are emphasized at the N. C. Advancement School. 3. Counselor-teacher H. G. Myers utilizes a ritualistic theme called "Middle Earth" to encourage participation in the language arts-social studies block. 4. Reading becomes a pleasure, not a task, with thick carpeting and comfortable pillows.



LEARNING

Educators have long thought of the ideal school as a place where every student moves ahead at his own pace in a curriculum designed just for him. Such an approach has been developed in the field of mathematics and is being tested experimentally this year in three North Carolina elementary schools: Bruns Avenue and Clear Creek, Charlotte; and Lawsonville Avenue, Reidsville.

Called Individually Prescribed Instruction, the program allows students to learn various aspects of mathematics—addition, multiplication, geometry, etc.—not at a single class pace, but at their own individual rate. According to Dr. Frank Emmerling of the Regional Education Laboratory for the Carolinas and Virginia, IPI is one of the few complete instructional systems developed to date which provides teaching materials, testing instruments, and constant teacher evaluations of individual pupil progress. “The new program enables a class of 25 or more students to advance toward specified learning objectives at different rates and by different modes of learning,” he said. Each child in the IPI classroom could be working with a different set of materials at any given time. (The programs are being funded under ESEA. Installation, maintenance, and evaluation services are being provided by the Regional Education Laboratory.)

IPI, according to Dr. Emmerling, circumvents the rigidity of the structured classroom in which children are grouped largely by age and taught as a group with little attention given to individual differences. “This traditional approach has limited both the gifted student—who can grasp a mathematical principle by working five exercise problems but is asked to complete twenty—and the less gifted student—who needs extra tutoring to understand the principle at all.”

The system is based on a specific set of learning goals toward which each student is working. The goals include such mathematical concepts as numeration, addition, subtraction, money, time, fractions, and geometry. Within these general goals or units are nine levels of study and a total of 386 specific and sequential objectives which extend from the first through the sixth grades.

The traditional textbook is dispensed with. In its place a variety of instructional techniques and materials are made available. For each specific objective in IPI there are math exercises—small workbooks similar to programmed materials designed to teach a specific skill. Visual and manipulative

materials are also available, and all materials are kept in a central materials room staffed by teacher aides.

Students entering the program are given a placement test to show individual strengths and weaknesses in each unit of study. Pre-tests are then given for a diagnosis of the student's understandings in a particular skill area. After examining these tests, the teacher writes a “prescription” or individual lesson plan designed to teach the skills in which the student shows a weakness.

The student takes his prescription to the materials center, collects his worksheets from a teacher aide, returns to his desk, and begins to work on his assignment. Group instruction is, for the most part, eliminated since the teacher spends most of his time tutoring individual students. (Small group instruction, however, might be scheduled for several students who require additional help in the same area of study.) When a student needs assistance or a prescription, he stands a colored flag on his desk to signal the teacher. When he has finished his prescription, he takes his work to an aide to be scored. Curriculum-embedded tests closely resemble the learning exercises and are built into the student's daily or weekly work sheets. These tests determine if the student really understands, for example, how to count from 1 to 1,000 or whether he needs additional practice. Post-tests, paralleling the pre-tests in format, are given after a student completes an entire unit to see if he is ready to proceed with more difficult units.

The new system has many advantages, Dr. Emmerling said. Students do not have to relearn material they retained from the previous year. Learning progress achieved during the summer or through activities outside the classroom is also taken into account. Dr. Emmerling feels that the program encourages initiative by allowing students to work largely on their own. At grade four the student begins to correct his own work sheets, and he soon learns to evaluate his own progress. The program also makes possible a close measuring of the student's progress.

Teacher aides are “absolutely essential” to the success of the program, according to Dr. Emmerling. They are needed to free the teacher from much clerical work such as correcting and scoring work sheets and tests, taking charge of data and record keeping, and preparing weekly charts on each student's progress.

“The program is not a static product,” Dr. Emmerling said. Staff conferences are scheduled to discuss prog-

Schools Experiment with Individually Prescribed Instruction



ress, solve problems, evaluate materials and procedures, and plan future action. “IPI is still very much an experiment, with such problems as expenditures, grading, and the teacher's role still to be completely evolved.” He also noted that no matter how individualized the program; “it still takes the teacher to make it go.”

Students collect the materials and tests they will use at a materials center such as the one pictured at bottom left located at The Southside Laboratory School in Durham. The center is maintained by a teacher aide who also takes charge of scoring worksheets and keeping records. A variety of instructional techniques and materials may be used in an IPI classroom. Mathematics games, at right, and filmstrips, bottom right, are being used at Lawsonville Avenue School in Reidsville.

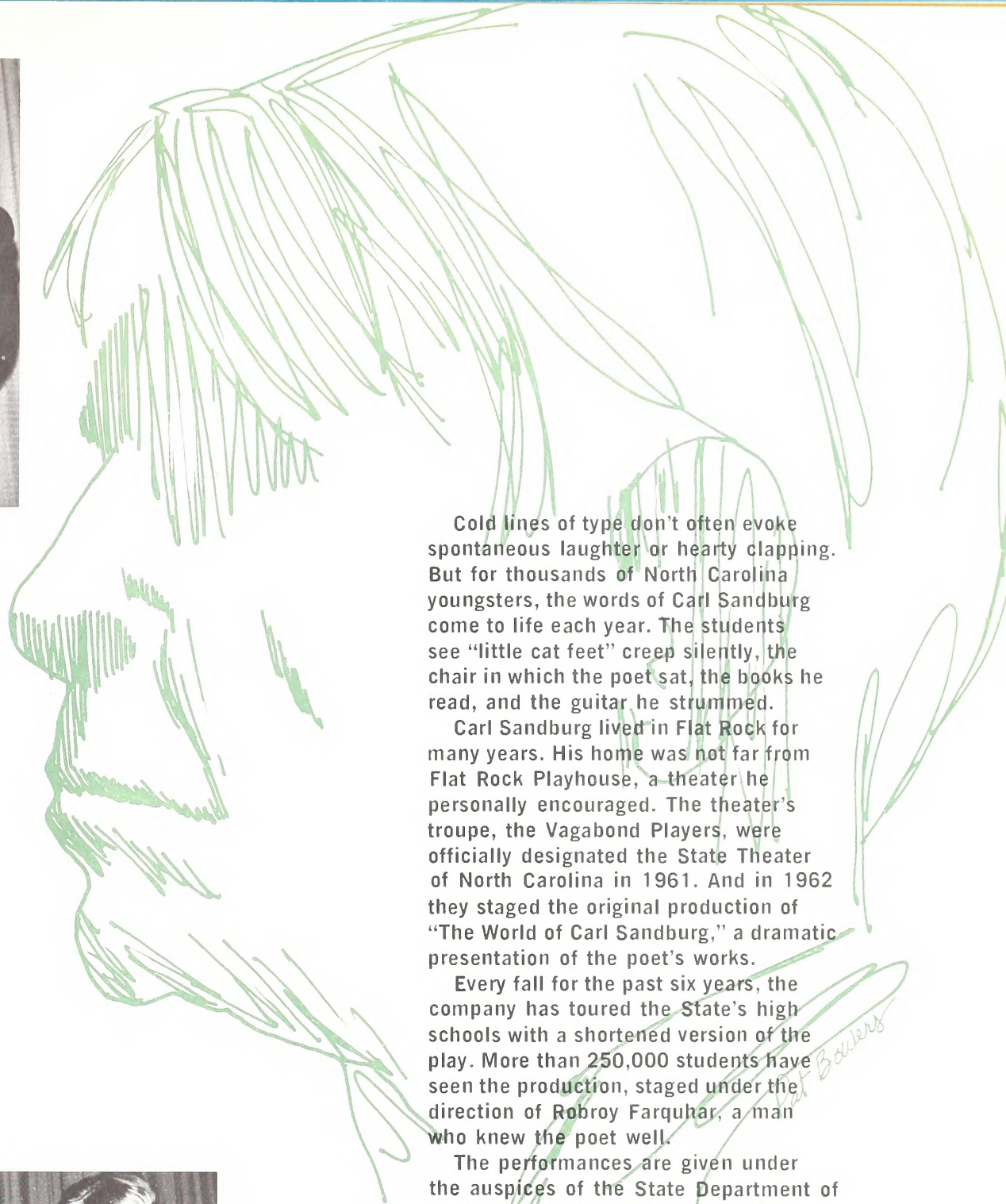




For Students, Poet Lives

Smiling faces and loud clapping spelled enjoyment when "The World of Carl Sandburg" visited W. G. Enloe High School, Raleigh. At right, Vagabond Player Thomas Molyneaux evokes laughter. At bottom right are Molyneaux, Helen Bragdon, and Susan Hurst in another Sandburg adaptation.



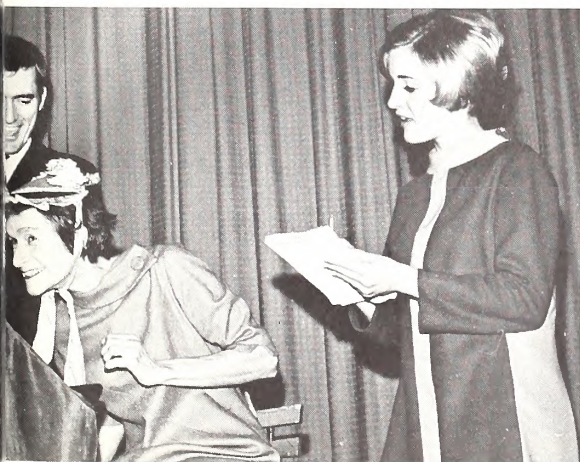


Cold lines of type don't often evoke spontaneous laughter or hearty clapping. But for thousands of North Carolina youngsters, the words of Carl Sandburg come to life each year. The students see "little cat feet" creep silently, the chair in which the poet sat, the books he read, and the guitar he strummed.

Carl Sandburg lived in Flat Rock for many years. His home was not far from Flat Rock Playhouse, a theater he personally encouraged. The theater's troupe, the Vagabond Players, were officially designated the State Theater of North Carolina in 1961. And in 1962 they staged the original production of "The World of Carl Sandburg," a dramatic presentation of the poet's works.

Every fall for the past six years, the company has toured the State's high schools with a shortened version of the play. More than 250,000 students have seen the production, staged under the direction of Robroy Farquhar, a man who knew the poet well.

The performances are given under the auspices of the State Department of Public Instruction and are classified "educational experiences." But they're alive with wit and pathos. As the lights of school auditoriums darken and the actors enter, the magic of theater springs to life. And the poet speaks again.



Special Education

SPECIAL EDUCATION

Conference



Although no official theme had been chosen for the 20th annual Special Education Conference at Charlotte (Nov. 21-23), the underlying tone of the entire meeting was change—change that noted speakers foresaw in program organization and expansion and curriculum for all types of handicapped children.

There must be change in the role of the special educator, according to keynote speaker Dr. G. Orville Johnson, and that change must be in the form of leadership. In the beginning, he said, special education borrowed from other disciplines—from psychology and from medicine. "It was the interest of the medical people and the dilemma of the classroom teacher that brought about special classes." The six areas originally formed are the six that still exist today: mentally retarded, crippled, visually handicapped, deaf, speech impaired, and emotionally disturbed. Dr. Johnson, chairman of the Faculty of Exceptional Children at Ohio State University, said these areas have limited the intake of children who are badly in need of help. Special educators, like general educators, have been guilty of thinking that if a child doesn't fit their program, he becomes the responsibility of someone else.

The slow learner, comprising 18 to 20 percent of the school population, needs the concern of the special educator, Dr. Johnson declared. Programs for these pupils have been taken over by commercial publishers, he contended, who have provided expensive materials for them, or by legislators, who have placed them in vocational education. Slow learners need a program that will include in its curriculum three basic areas: skills—the tool subjects of reading and communication; content—including geography and history; and special subjects—home economics, distributive education, and other vocational education courses. "Nothing is less equal than requiring each child to have an identical education," he said. A program is needed for every educationally handicapped child.

John W. Melcher, Wisconsin assistant superintendent and direc-

tor of that state's Bureau for Handicapped Children, listed five areas of change in special education that he would like to see effected throughout the country. He asked for improved identification and diagnosis of handicapped children—new precise measurement tools to replace generalized devices, and a regular schedule of retesting children. "Any child labeled with a tag such as 'mentally retarded' deserves retesting," he said. "Collaboration with clinical psychologists and others who show interest in special education could produce valuable contributions toward better identification and diagnosis."

Intensive service to very young children was listed by Melcher who pointed out that such services now available are usually for the hearing impaired and are sponsored by private agencies. "Someone needs to prepare parents for what they may expect of their handicapped children," he said. School-employed home visitors would ease the transition from home to school. Children could move from home visitations to short periods of time in school, perhaps one to four hours a day. "Materials are what make teachers go," he said in discussing the need for improvement of curriculum planning and research. New special education curriculum materials centers are providing valuable aid, and the speaker urged teachers to "use the center in your area for everything you can imagine."

He also discussed needed changes in the preparation, retention, and improvement of special education personnel and in curriculum. Broad training programs, which now include emphasis on everything from the trainable to the slow learner, should aim at narrower categories, he said. Curriculum must be suited to each group. "Unfortunately, many children are carried in special education through elementary school and then put into regular high school; this is the point at which special education and vocational rehabilitation can begin to contribute to each other."

Many of the same changes Melcher requested of special edu-

Conference story by Mable L. Hardison, editorial assistant, and photographs by Barbara Ann Hanners, associate speech and hearing supervisor, both of the Special Education Section, Division of General Education, State Department of Public Instruction.

Some of the principal speakers at the 20th annual Statewide meeting on special education are shown on these two pages. In the first picture on the preceding page, Dr. Eugene T. McDonald, research professor at Pennsylvania State University, left, talks with the conference keynoter, Dr. G. Orville Johnson, chairman of the Faculty of Exceptional Children, Ohio State University. Dr. Louise Bates Ames, in the next photograph, is chief psychologist and associate director of the Gesell Institute of Child Development, New Haven, Conn. In the first picture below, Dr. A. Craig Phillips, State superintendent-elect, right, is shown with Felix Barker, special education supervisor for the State Department of Public Instruction. Dr. Phillips spoke at the annual banquet. Below right, Dr. Marcel Kinsbourne is director of the Developmental Evaluation Clinic at the Duke University Medical Center. At top right, Dr. Marcus H. Boulware is director of the Training Program in Speech and Hearing, Florida A & M University, Tallahassee.



cators were emphasized again in the banquet address by Dr. A. Craig Phillips, State superintendent-elect of public instruction. He called for a stepped-up program of reassessment of children, a preschool program, improvement of instruction, better training of program personnel, and a strengthening of the public image. "The State has the same responsibility to the special child that it does to any other child, but it is a more complicated task," said Dr. Phillips. "There must be a carefully laid out program in special education; that is, a total plan of what special education should be." Leadership, he believes, can be provided through service-oriented regional centers. "The major requirement of State and local leadership is to determine what must and can be done to expand services to the special child."

Dr. Louise Bates Ames, chief psychologist and associate director of the Gesell Institute of Child Development, believes that many of today's school problems can be solved by getting children into the right grade or class. "Behavior age is a better criterion than chronological age for determining grade placement." She urged that some kind of readiness test be used, and, if necessary, a child should repeat a grade; too many children are at least two years ahead of their development level. "If the ordinary child needs to be in the right class, then the handicapped child needs correct placement even more," she said.

In a symposium visiting authorities in different areas of special education commented on the developments they hope to see in their areas during the next five years. Dr. Eugene T. McDonald, research professor at Pennsylvania State University, called for better training programs and better diagnostic tools which would lead to the identification of subgroups in the speech and hearing field. Bill L. Underwood, with the American Foundation for the Blind, would like to see visually handicapped children moved from residential schools into the "mainstream of education" in regular day schools. Dr. James L. Paul, senior education consultant, North

Carolina Department of Mental Health, said that in the area of the emotionally disturbed, there should be more communication between groups. More useful and up-to-date information should be provided to teachers, and existing gaps between institutions and schools must be closed.

Dr. C. Milton Blue, of the University of Georgia, deplored "the great lack of literature on the trainable child." He cited a need for increased research and for a close comparison of the trainable child to other handicapped children to determine basic differences. Dr. G. Orville Johnson could see little change in the immediate future of the educable child "for the simple reason that the vehicles of change have not been developed well enough." Gradual improvement should be seen, however, in existing programs with better trained teachers and an increase in the number of classes.

Nile F. Hunt, director of the Division of General Education, State Department of Public Instruction, outlined requests for handicapped children included in the Department's "B" budget. Among those he mentioned were initial requests for teachers of the emotionally disturbed, services to preschool children, an increase of the grant-in-aid program for the trainable mentally retarded, provision of bus transportation for handicapped children, and an increase of diagnostic services.

The conference took note of the retirement (December 31) of a man long dedicated to handicapped children—Felix S. Barker, State supervisor of special education. As a demonstration of affection and appreciation for his service in developing public school programs for the handicapped, educators from across the State joined in presenting him with a check for \$1,500 to be used toward the purchase of a new automobile. No other setting for such a tribute would have been as appropriate at the 20th anniversary of the establishment of the Statewide conference. It was originated by Barker in the early days of his career with the State Department of Public Instruction.

Counseling



Seeking a better understanding of the work of a school counselor, we asked Miss Payne to tell us about her job. She has served as counselor at J. W. Parker Junior High School for the past four years. Miss Payne received her B.S. degree from Fayetteville State College and her M.A. degree from Western Carolina University. She has completed further graduate studies at East Carolina University and holds membership in several professional organizations. Her principal, R. A. Batts, has noted that her work is characterized by a high degree of sincerity, dedication, and devotion.

The junior high school guidance counselor is involved in just about every phase of student life—from helping to find what subject areas most interest a student to giving a listening ear and advice about social life and parental problems. Junior high school students are at an age when they are trying to find themselves. They call it being “all up in the air” . . . it is a time when lifetime habits and attitudes are being developed. As a consequence, guidance counseling becomes one of the most important services of the school for it is involved with all aspects of the curriculum.

Each day is different for the counselor. When I arrive at school, I am usually met by a student or groups of students who are eager to relate the happenings of their lives. They tell me of the birth of a baby sister or brother or of an interesting TV program the night before. Sometimes I am shown a project made for science class. Often I am asked to wish them good luck on a test they will take that day. But many times a student will come to me with tears in his eyes—and we will head for the Guidance Center for a private talk.

Marcella, for example, was unhappy when she first entered the seventh grade because she had no friends in her homeroom class. She had known the children in her elementary school quite well and was unprepared for the experience of making new friends in a larger school. Her problems were relatively easy to solve. It took her only a few conferences to realize that in a new setting she must take the initiative to make friends. But Anne, one of my ninth grade students, has more serious problems. It required almost two years of extensive counseling before she began to adjust to school. She was raised by a grandmother who spoiled her, and it has been difficult for her to learn to share



Duties Varied... and Rewarding

Betty Payne, Guidance Counselor
J. W. Parker Junior High School,
Rocky Mount



the teacher's attention with other students.

Working with individual students who come to me voluntarily for guidance is one of the most rewarding parts of counseling, but it is not the whole job. Our philosophy at J. W. Parker states that the guidance program should consist of those things done in supplement to the instructional program and to focus attention upon the individual child. This includes helping him to develop to the maximum of his potentialities, helping him to meet and solve his problems, and assisting him in making wise educational, personal, and vocational choices. Counseling, orientation, and information about career and social decisions are provided for each student as well as follow-up and evaluation. But each of these services must be adapted to the needs, characteristics, and ages of every member of our student body.

To help in planning, organizing, and evaluating these services for our 763 students, we utilize a guidance committee of faculty members. (Editor's Note: Miss Kathryn Ray, director of the Division of Pupil Personnel Services in the State Department of Public Instruction, feels that this committee—a cross-section of the school staff—is one of the strong points of Miss Payne's program.) Leadership and coordination of the guidance program are provided by our principal, R. A. Batts, and myself; the committee members strengthen the program by recommendations and suggestions that they, as classroom teachers, are best qualified to make. Many members of this committee are teachers who are "guidance orientated" and ask to serve. The group has regularly scheduled meetings on a monthly basis.

An important part of the guidance program is our orientation activities for all students with emphasis on helping entering seventh graders and transfer students. Each spring a team of

seventh graders and the president of the student body make visits to elementary schools. They present a program about our school to the sixth graders—discussing what junior high school will be like, club activities, dress, etc. During the spring term each grade group "moves up" for a day. Sixth graders visit our school, seventh and eighth graders visit with their new teachers, and ninth graders visit the high school. Orientation continues in the fall when we give assembly programs to show what our school offers. Social activities are also held so that students from different schools can get acquainted.

I meet individually with all transfer students. As guidance counselor, I am responsible for starting a cumulative folder on each of them. Of course, a guidance folder is kept for each student in the school, and this enables me to follow the student's progress and schedule meetings with chronic absentees and potential dropouts. (Editor's Note: Miss Payne has been highly praised for her program with school dropouts. They receive exit interviews and home visits in efforts to dissuade them from leaving school. After a student has dropped out, Miss Payne follows his progress in the hope that he might be induced to return.)

Students at all grade levels are part of a group guidance schedule which is carried out in the classroom by the homeroom teachers. Monthly guidance study units are prepared for the teachers which they may or may not use, as they choose. The subjects studied during this time (at least one hour a week for all students) are varied and become more sophisticated for the older students. Fall programs are usually centered around school orientation while spring programs often deal with career orientation. Subjects such as school elections and parliamentary procedure are also discussed. These classes often feature filmstrips or

visitors from the community.

I meet with each grade level at least once a month myself to discuss matters of personal guidance such as study habits and "making the most of yourself." An interesting recent program concerned the school dropout. We invited a panel of former J. W. Parker students, some of whom had dropped out of school and others who had continued to high school, to discuss the pros and cons of leaving school. Students learned firsthand the problems faced by dropouts and why school is so important. I feel this program was an eye opener for many.

As guidance counselor, I am also responsible for administering all grade level achievement and academic ability tests and any other instruments used in guidance. Subject teachers are assisted in ordering tests for their specific departments, and I also cooperate with them in conducting research for curriculum planning.

Students are always welcome in the Guidance Center. We have a large room containing many books, pamphlets on personal guidance, career kits, and college catalogues. There is a smaller room for individual testing which can also be used by three or four students for group counseling or for working on projects, viewing films, etc. I often schedule a group meeting in this room for students with common problems. For example, several who might be failing English or who have come to me to discuss parental problems may meet together. We find that talking things over as a group is most helpful.

It isn't always possible for me to evaluate the effectiveness of my work—results aren't usually tangible and students do not change immediately. The rewards are many, however, especially when students show improved behavior and happier attitudes.

HIDDEN HANDICAPS



Nearly 1,000 disabled North Carolina students were able to further their education this year with scholarships awarded by the Division of Vocational Rehabilitation of the State Department of Public Instruction. The scholarships enabled these students to attend colleges, technical institutes, or trade and industrial schools. But according to F. R. Harris, vocational rehabilitation coordinator, the number of students who might have been eligible for financial aid was, in all probability, far greater than those served.

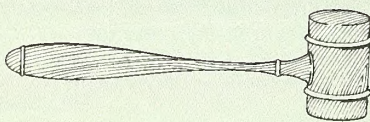
Many students fail to seek the help of vocational rehabilitation because of false modesty or the mistaken impression that their handicaps will not seriously hinder future employment, Harris noted. "In the school environment, a young person may not seem handicapped by certain conditions which may cause a serious handicap to employment several years later. Among hidden or unseen handicaps are such conditions as arthritis, heart disease, hernia, epilepsy, curvature of the spine, severe asthma, and other disabilities not readily apparent. "Even though a disability may not now be affecting a student's functioning, there is the possibility that, in the career world, the disability could become a vocational handicap," Harris said.

More noticeable disabilities which may cause stumbling blocks to future employment include orthopedic conditions, amputations and other such impairments, defective vision, speech or

hearing disabilities, tuberculosis and other respiratory diseases, mental and emotional illnesses, and mental retardation. Students with any of these disabilities could be eligible for the scholarships and other financial aid.

Each year rehabilitation counselors comb the State seeking students who are eligible for these scholarships. When questionnaires are filled out by students (this usually takes place in senior English classes), a student will often fail to note a disability and thereby lose the chance for financial aid that might be his for the asking. After a handicapped student is reported to the counselor, a diagnostic report and physical examination are made to determine if the student is eligible for the program. To be eligible, there must be a reasonable expectation that a student with a disability will benefit from further training and that he will, after that training, be capable of gainful employment.

For students found eligible, the division offers on-the-job training or free tuition for college or public and private trade and business schools. Funds for books, training materials, transportation, and other expenses may be provided on the basis of need. For the handicapped student who does not wish or need further training for a job, the division offers assistance with suitable job placement. In addition, rehabilitation counselors offer specialized counseling and guidance designed for those with vocational handicaps.



attorney general rules

Federally financed kindergartens a part of the public schools; kindergarten children subject to the laws of immunization, November 18, 1968. . . .

"You state that the county schools conduct a kindergarten program financed by the Elementary and Secondary Education Act. The question has arisen as to whether these children in the kindergarten section are subject to the laws relating to immunization as required for children entering the first grade.

"You cite the statute which requires all children to be immunized against

diphtheria, tetanus and whooping cough before reaching the age of one year, and they must be immunized against smallpox before attending any public, private or parochial school (G. S. 130-87). It is also provided by G. S. 130-91 that no principal shall permit any child to enter a public, private or parochial school without the certificate provided for showing immunization.

"Since the school has been established by the Board of Education of _____ County it is a part of the public school system and this is specifically declared in G. S. 115-38. While the first para-

graph would seem to imply that there must be a tax to support the same, nevertheless, in the second paragraph it is provided that a kindergarten may be established "in any other manner," and it is subject to the supervision of the State Department of Public Instruction and shall be operated in accordance with standards adopted by the State Board of Education.

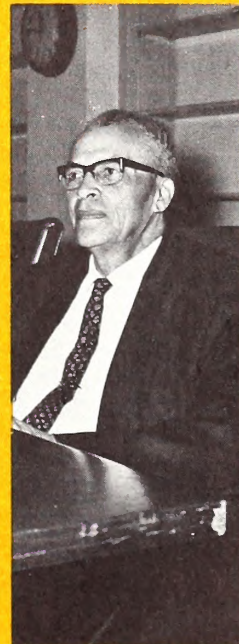
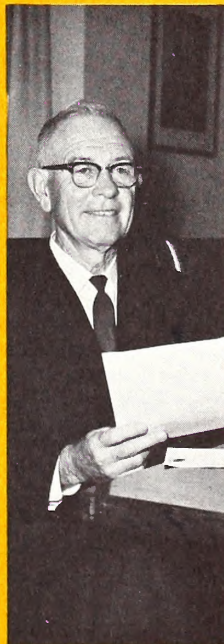
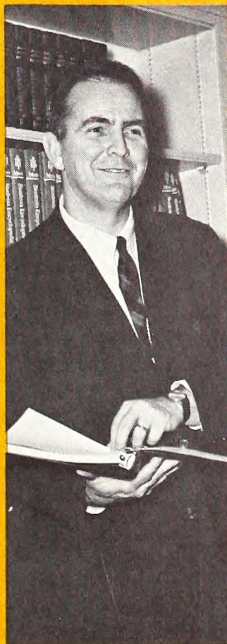
"We are of the opinion, therefore, that such a kindergarten as you mention is a part of the public school system, and the pupils attending would be subject to the laws of immunization."

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VOLUME 33 / NUMBER 6 / FEBRUARY 1969

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NORTH CAROLINA PUBLIC SCHOOLS



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Official Publication issued monthly, except June, July, and August, by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh.

COVER

The State Board of Education meets to discuss educational needs and problems. See "A Profile: The State Board of Education" on page four.



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From the Superintendent of Public Instruction . . .

As the new year begins and we resume our responsibilities in public education, we face again the challenges afforded all who elect to work with children. I know you join me in a sincere resolve to make the new year our most effective one in service to the youth of our State. Each new year increases the responsibilities thrust upon us by parents and youth; yet, each additional responsibility brings with it another challenge and opportunity to become a more effective instrument in the molding of lives.

Each of us is aware of the changes and advancements occurring around us. Technology, social reform, expansion of knowledge, and the very tempo of life itself are only a few of the forces we must consider as we plan and implement programs in our schools. Though the forces, techniques, and hardware with which we labor continue to become more complicated, we must remember the primary importance of our effort and the relative simplicity of our task—the individualization of learning for the child. Thus the cutting edge of our profession continues to be the interaction of the individual learner with the environment around him.

As your new State Superintendent, I am keenly aware of the importance of each responsibility we face. Yet, I am conscious, too, that the success of the instructional program depends completely on those of you who have daily contact with young people. I pledge to you our sincere desire to be service oriented and to assist you in getting a most important job done. Our role

is important only to the extent that you are helped in your effort to cause learning to occur.

The new year presents us with many opportunities to move education forward. We inherit a record of accomplishments provided by leaders of outstanding ability. A young, dynamic governor vitally interested in children and our State is on the scene. A new legislative term is in front of us, bringing with it many new faces and a nucleus of proven leadership in education. The State Board of Education has presented the most forward looking budget message of modern times. The United Forces for Education are supporting a similar program. The Governor's Study Commission has presented us with a blueprint for educational progress. Reports from other commissions contain recommendations with great potential for education in our State. Thus we have tremendous resources available.

Though I approach the position with humility and solicit your help and guidance, I promise you that all our energies will be devoted to building on our heritage, using all the resources available. We will place great emphasis on involvement and participation. Your responses will be heard and valued highly. We expect to spend considerable time in local units and individual schools, and we invite you to visit us. I call on every member of our profession to accept the challenge and join us in providing our people with the caliber of educational leadership conducive to building a great State.

MEET THE NEW STATE SUPERINTENDENT



Dr. Craig Phillips is the 15th official head of the public schools of North Carolina and the seventh during the present century. He is a native of Greensboro and he spent much of his youth in Salisbury and Chapel Hill. Although he comes from a family where leadership in the educational field has long been a tradition, like the public school heads before him he was chosen for the post—by the voters of the State—because of his own educational accomplishments and capabilities.

When asked what it is like to be raised in a family whose members were continually involved in every aspect of education, he replied that he recognizes the influence such an environment has had on his life. "I feel that I have a heritage to be proud of and one which has given me a head start in my field," he said. "But as my father always pointed out, parents can sometimes help open the door of opportunity, but the individual has to do the walking through himself."

His father, the late Dr. Guy B. Phillips, was known to thousands of North Carolinians as "Mr. Education." He had been a teacher and coach; a principal and school superintendent. He joined the faculty of UNC-Chapel Hill in 1936 and remained there until he retired in 1961. He served as dean of the School of Education from 1948 through 1954. Dr. Guy Phillips was a former president and member of the board of directors of NCEA, he was instrumental in founding the United Forces for Education, he founded the N. C. School Boards Association and served as its executive secretary, and he was a valued member of the State Board of Education from 1958 until his death last February.

A brother, Guy Phillips, Jr., is a prominent business executive in Greensboro who has been extremely active in promoting business education in the public schools of the State. An uncle, Charles W. Phillips, has served education in the public schools of Greensboro, at UNC-Greensboro, and as a legislator. His aunt, Miss Carrie Phillips, is a former elementary principal and a national and State leader in the Association for Childhood Education. A great uncle, Locke Craig, was governor of North Carolina (1913-17).

Dr. Craig Phillips is married to the former Mary Martha Cobb of Chapel Hill whose father was a professor at N. C. State University and whose grandfather for a number of years headed the Geology Department at UNC-Chapel Hill. They have four children and it seems the "education tradition" will be continued by the next generation of Phillipses.

Martha Gatlin, 22, is a senior "future teacher" at Meredith College and Andy, 19, is an elementary education major at Carolina. Elizabeth, 17, is a high school senior in Greensboro and Eva Craig, 6, is a first-grader there. Mrs. Phillips, a former social worker, will remain in Greensboro with the two youngest children until the school year is over.

Dr. Phillips' educational background includes an A.B. degree from UNC-Chapel Hill in 1943; M.A., 1946; and Ed.D., 1956, with a major in education administration and minors in sociology and political science. After serving his country for three years as a member of the U. S. Navy (an LST executive officer), which included the invasions of Normandy and Southern France, he began his service to the public school, as a teacher of history, mathematics, and general business in Gray High School in Winston-Salem. He two years later became an elementary teacher, then principal, assistant superintendent, and, in 1956, superintendent of the same school system.

In 1962 Dr. Phillips was named superintendent of the Charlotte-Mecklenburg system. The merger of the county and city units had been accomplished on paper. His job was to make the merger a workable reality. Five years later the merged systems were working smoothly and efficiently; and, in addition, Mecklenburg citizens voted in favor of a \$35 million school bond issue—the largest ever passed by a local school unit in North Carolina and in a year when school bond issues were failing to pass all over the nation.

A hand-lettered scroll presented to him by the Charlotte Chamber of Commerce, when he left that city in 1967 to become administrative vice-president of the Richardson Foundation in Greensboro, attests to his success as a school administrator. The scroll cites his leadership in eliminating dual schools, bringing into fruition a single consolidated system, development of a workable school assignment plan, and effecting a uniform plan of school organization in the county. It credits Dr. Phillips' "untiring efforts" for the school system reaching "new heights" and points out that his leadership will be evidenced in coming years as the schools "reach toward still greater heights of educational excellence." The scroll concludes: "To Dr. Craig Phillips, this community expresses its admiration, its gratitude and affection. We wish him the continued success he so highly deserves as he seeks to provide the best in educational opportunities for the young people of North Carolina."

Dr. Phillips has had responsible positions in many national and State educational organizations and has held membership on numerous national commissions. He was a member of the Governor's commission to study the public schools and endorses the report it made last December. In 1960 he traveled as a member of the 30-man team of school superintendents to the Soviet Union to study the Russian education system.

The new State Superintendent is a youthful 46 years who smiles easily and who, apparently, has never met a stranger. Next to meeting new challenges, he most enjoys an uncomplicated evening at home with his family.

—Cookie Brooks



A PROFILE:

The State Board of Education

Kay W. Bullock

Hoyt Patrick Taylor, Jr.

Hoyt Patrick Taylor, Jr., Lieutenant Governor, is one of three ex officio members of the State Board of Education.

A practicing attorney in Wadesboro since 1948, he received his B.S. and LL.B. degrees from UNC-Chapel Hill. He served as a member of the General Assembly, 1955-67, and Speaker of the House, 1965-67.

He has served on the Judicial Council, the Board of Governors of North Carolina Bar Association, Municipal Study Commission, Commission on Educational Television, Board of Trustees of the North Carolina Symphony Society, Commission on the Reorganization of State Government. He has also acted as co-chairman of the Legislative Research Commission. A member of the Courts Commission, he is also a member of the State Board of Mental Health, serving as chairman in 1966-67.

Lieutenant Governor Taylor is a Mason and a member of the Methodist Church.

Edwin M. Gill

State Treasurer Edwin M. Gill has been a member of the Board since 1953 when he was appointed to fill the unexpired term of State Treasurer Brandon P. Hodges.

Educated at Trinity College, he was admitted to the North Carolina Bar in 1924. He was a member of the General Assembly, sessions of 1929 and 1931, and he served as private secretary to Governor O. Max Gardner, 1931-33. He has also served as Commissioner of Paroles, Commissioner of Revenue, Collector of Internal Revenue for the District of North Carolina, and Director of Internal Revenue.

He is ex officio Director of Local Government, chairman of the Banking Commission, chairman of the Tax Review Board, chairman of the Teachers' and State Employees' Retirement System Board and of the Local Governmental Employees' Retirement Board.

An LL.D. was conferred on him by Duke University in 1959.

He is a Methodist.

A. Craig Phillips

State Superintendent A. Craig Phillips serves as secretary to the Board (State Constitution, Art IX, s.8) and is required by law (G. S. 115-15) to keep the Board informed regarding educational developments, make recommendations to the Board concerning educational problems and needs, inform public school administrators of policies and regulations adopted by the Board, and administer through the Department of Public Instruction the instructional policies established by the Board. The State Superintendent is elected every four years and may succeed himself indefinitely. (See "Meet the New State Superintendent" on page three.)

The educational future of every child in the State is determined by a small group which meets in Raleigh every month. The group is comprised of businessmen, State officials, lawyers, professional educators, a housewife, and a banker. They travel from all parts of the State to meet the first Thursday of each month and to confer about the problems confronting the State's public school system. These problems affect every child, teacher, parent, and, finally, every citizen of the State. They cover a wide range: teacher certification, school bus transportation, special education, community colleges, school attendance—the list is endless. The decisions that are made deal with matters of policy and funds. The responsibility—and the concern—of this body is immense.

The State Board of Education's authority is derived from the State Constitution (Art. IX, s.8) and the laws enacted by the General Assembly. The Board is responsible for the general supervision and administration of the State's public school system and of the State and Federal educational funds provided for its support.

There are 13 Board members—3 ex officio (Lieutenant Governor, State Treasurer, and State Superintendent of Public Instruction) and 10 appointed by the Governor (one from each of eight educational districts and two from the State at large). Appointments are made for eight-year, overlapping terms. Members may be reappointed indefinitely.

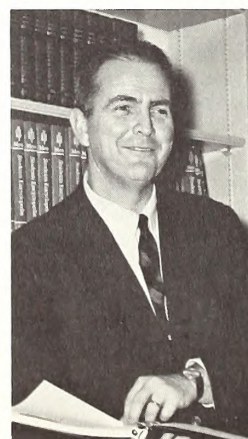
The Board elects its chairman and vice-chairman. The State Superintendent of Public Instruction serves as secretary. Special meetings are called when necessary.

The Board maintains committees, including Finance, Building, Community Colleges, Vocational Education, Land, Personnel, Policy, and Vocational Rehabilitation. Chairmen of these committees are appointed by the State Board Chairman.

Per diem and expenses of the appointed members of the Board are provided by the General Assembly.

The powers and duties of the Board are defined by law (G. S. 115-11). The Board—

- Has general supervision and administration of education funds provided by State and Federal governments
- Is successor to powers of extinct boards and commissions
- Has power to divide the administrative units into districts
- Appoints the Controller, subject to approval of the Governor
- Apportions and equalizes all State school funds over the State
- Directs the State Treasurer to invest funds
- Accepts any Federal funds appropriated for the operation of the schools
- Purchases land upon which it has mortgage
- Adjusts debts for purchase price of lands sold
- Establishes city administrative



units and approves merger agreements of administrative units in the same county

- Allots special teaching personnel and funds for clerical assistants to principals
- Makes provision for sick leave
- Accepts gifts and grants.
- Has power to provide for cultural and fine arts programs and projects
- Performs all duties in conformity with the Constitution and laws, such as:

certifying and regulating the grade and salary of teachers and other school employees

adopting and supplying textbooks

adopting a standard course of study upon the recommendation of the State Superintendent of Public Instruction

formulating rules and regulations for the enforcement of the compulsory attendance law

reporting to the General Assembly on the operation of the State Literary Fund

managing and operating a system of insurance for public school property

Divides duties into two separate functions:

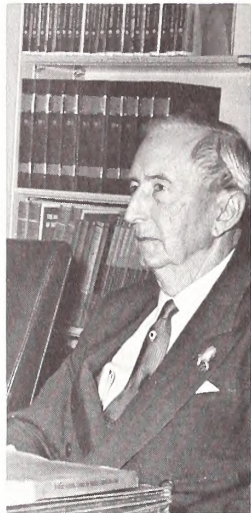
(1) matters relating to supervision and administration excluding fiscal affairs are administered by the State Superintendent of Public Instruction

(2) matters relating to the supervision and administration of fiscal affairs are under the direction of the Controller.

William Dallas Herring



John A. Pritchett



Charles E. Jordan, Sr.



Mrs. Eldiweiss F. Lockey



William Dallas Herring, chairman of the State Board of Education, was first appointed to the Board by Governor Luther H. Hodges in 1955. He represents the Second Educational District and his present term expires in April 1969.

He is president of Atlantic Coffin and Casket Company and president of Heritage Design Service. He received an A.B. cum laude from Davidson College in 1938. He has received honorary L.L.D. degrees from Pfeiffer College, Davidson College, and N. C. State University.

Herring has served as chairman of the Duplin County Board of Education and the Duplin Citizens for Better Schools. He became mayor of Rose Hill at age 23 and was cited by the League of Municipalities as the youngest mayor in the United States.

Phi Delta Kappa, Chapel Hill, chose him as "North Carolina's Man of the Year in Education" in 1953-54. He served as a member of the North Carolina Board of Higher Education; chairman, Southern Council for Better Schools; member of the National Citizens Council for Better Schools; and vice-chairman of the North Carolina Citizens Committee for Better Schools. Herring is a Methodist.

State Board member from the First Educational District, John A. Pritchett is an attorney in Windsor. He was first appointed to the Board by Governor Gregg Cherry in 1945. He serves as vice-chairman of the Board. He has been engaged in law practice since completing his education—A.B. and LL.B., UNC-Chapel Hill.

Pritchett is a member of the State Board of Higher Education and a former member of the Council of the North Carolina State Bar. He served as mayor of Windsor from 1928-31 and 1934-41, member of the State Senate in 1931, and member of the State House of Representatives, 1941.

He is past president of Windsor Rotary Club; past president, Cashie Golf and Country Club; trustee, Z. Smith Reynolds Foundation; and former trustee, University of North Carolina. He is a Mason. A member of Windsor Methodist Church, he serves as chairman of the Board of Stewards, lay speaker, and teacher of the Men's Bible Class.

Charles E. Jordan, Sr., of Durham was appointed to the State Board of Education by Governor Hodges in 1957 to represent the Third Educational District. His present term expires in 1975.

Vice-president emeritus of Duke University, he served as assistant secretary, 1925-40; secretary, 1940-60; and vice-president, 1946-66. He received his A.B. from Trinity College in 1923, LL.B. from Duke University, 1925; and LL.D., 1945. He has served two terms as president of the North Carolina School Boards Association and the North Carolina Symphony Society. He was a member of the Durham County Board of Education, serving as chairman of the board for six years.

A past president of the Durham Rotary Club, he is a United Fund Director and first vice-president of the Durham Chamber of Commerce.

A Methodist, he has served as chairman of the Board of the North Carolina Christian Advocate and served on the National Commission on Protestant Union. Jordan is a past president and chairman of the Atlantic Coast Conference. He is a brother of Senator B. Everett Jordan.

Mrs. Eldiweiss F. Lockey was appointed by Governor Dan K. Moore in November 1968 to fill the unexpired term of the late Garland S. Garriss from the Fourth Educational District. The term expires in 1975.

Mrs. Lockey is the second woman to serve on the Board. A resident of Aberdeen, she is a housewife and has been an elementary school teacher. She is a graduate of Appalachian State University.

An active civic worker, Mrs. Lockey has served the Cancer Crusade as a fund raiser, the Moore Memorial Hospital Auxiliary as publicity chairman, and the Cardinal Book Club as vice-president. She is also a finance chairman of the United Daughters of the Confederacy.

Mrs. Lockey attends Page Memorial United Methodist Church and serves as second vice-president of the Women's Society of Christian Service.

William R. Lybrook



William R. Lybrook of Clemmons was appointed by Governor Moore in 1965 to represent the Fifth Educational District. He is president of the Z. Smith Reynolds Foundation and vice-president and secretary of the R. J. Reynolds Tobacco Company.

He holds A.B. and LL.B. degrees from Duke University. Lybrook had a private law practice from 1937 to 1940 and served as associate counsel for the R. J. Reynolds Tobacco Company from 1940 to 1960.

During World War II he served on active duty with the United States Army Tank Destroyer Corps. Enlisting as a private in 1942, he held the rank of lieutenant when he was discharged in 1944.

He has served as president of the William and Kate B. Reynolds Memorial Park, President of Tanglewood Barn Theater, and President of the North Carolina Industrial Council. His hobbies include golf, horses, and farming. He is a Presbyterian.

His term expires in 1973.

G. Douglas Aitken



Appointed to the State Board of Education by Governor Luther Hodges in 1959, G. Douglas Aitken represents the Sixth Educational District. His term expires in 1975.

A resident of Charlotte, he is president of the Bank of Commerce. He is a graduate of the American Institute of Banking, has studied financial public relations at Northwestern University, and has taken part in the North Carolina Bankers Summer Conference at UNC-Chapel Hill. He is chairman of Group Nine of the North Carolina Bankers Association and serves as a member of the Executive Committee of the Association.

Aitken was a member of the Charlotte City Council and mayor pro tem. He was a member of the Charlotte School Board, acting as Chairman of the Building Committee and the Consolidation Committee. He has been a member of the Charlotte Y. M. C. A. Board since 1937 and has served as treasurer for five years. He is a member of the Rotary Club, Chamber of Commerce, and Carmel Country Club.

An elder of Avondale Presbyterian Church, he is past moderator, Mecklenburg Presbytery; twice representative to the General Assembly of the Presbyterian Church of the U.S.; president of the North Carolina Synod's Sunday School Superintendents; and has taught Sunday School for 40 years.

R. Barton Hayes



R. Barton Hayes, representing the Seventh Educational District was first appointed to the Board in 1956 by Governor Luther H. Hodges. His term expires in 1971. He is president of Hudson Cotton Manufacturing Company and affiliated companies.

He holds a B.S. summa cum laude from Davidson College, 1929. After college he joined George H. McFadden and Company of Memphis, Tenn., and then taught for a year in Hudson. He has been with Hudson Cotton Manufacturing Company since 1931.

Hayes has been a member of the Hudson City Council and has served on both the Hudson School Board and the Caldwell County School Board. He is past president of the Lenoir Rotary Club, the Lenoir Chamber of Commerce, and the Catawba Valley Executive Club, and president of the Board of Directors of the Caldwell Memorial Hospital. He is a member of the board of the Bank of Granite and is a Mason and a Shriner.

He is a member of the Board of Stewards of the Hudson Methodist Church. An amateur radio operator, other hobbies include horseback riding, photography, and travel.

John M. Reynolds



State Board representative from the Eighth Educational District, John M. Reynolds owns and operates Reynolds Storage Company in Asheville.

He attended Brevard Junior College and received his A.B. from Wofford College in 1938. After college he taught school in Buncombe County. He served in the Navy during World War II. Previous to the war, he had worked in Wilmington shipyards.

Reynolds is a member of the board of trustees of Asheville-Biltmore College and the board of trustees of Asheville-Buncombe Technical Institute. His hobbies include golf, hunting, and fishing.

Appointed to the Board in 1961 by Governor Terry Sanford, his term expires in April 1969.

Neil A. Rosser



Neil A. Rosser was appointed last November to fill the unexpired term of the late Guy B. Phillips, member-at-large. This term expires in April 1969.

Dr. Rosser has served as executive director of the Governor's Study Commission on the Public School System of North Carolina and has been a professor in the School of Education, UNC-Chapel Hill, since 1959.

He attended Presbyterian Junior College in Maxton; received his A.B. from Tennessee's Maryville College, 1939; Ed.M., Harvard University, 1952; Ed.D., Denver University, 1952; and has done post doctoral work at the University of Illinois.

Dr. Rosser has been a teacher and principal in Colorado and North Carolina. He was principal of Raleigh's Hugh Morson Junior High School, 1955-57, and assistant superintendent of Raleigh City Schools, 1957-59.

A member of the Chapel Hill School Board, his hobbies are reading and gardening. He is a Methodist.

Harold L. Trigg



Harold L. Trigg of Greensboro was first appointed to the Board by Governor W. Kerr Scott in 1949 as a member-at-large. His present term expires in 1973. He is a professor of education at Livingstone College in Salisbury.

He received an A.B. from Morgan State College, Baltimore, Md.; A.M., Syracuse University; and Ed. D., Columbia University. He began his career as a college instructor and principal. He was supervisor of high schools with the State Department of Public Instruction; served with the U. S. Office of Education as Associate Director, National Survey of Vocational Education and Guidance of Negroes; was president of State Teachers' College, Elizabeth City; Associate Executive Director of the Southern Regional Council; president, St. Augustine's College; and coordinator, Division of Rehabilitation for the North Carolina Department of Prisons.

Trigg is a member of the board of directors of the Learning Institute of North Carolina, the N. C. Commission on Higher Education, the North Carolina Council on Mental Retardation, Association for Higher Education of the National Education Association, North Carolina Teachers Association, and an educational consultant for the U. S. Public Health Service.

He is a member of the Protestant Episcopal Church.

A. C. Davis, Controller



A. C. Davis was first appointed Controller by the State Board of Education in 1960. He sits with the Board at each meeting as financial advisor.

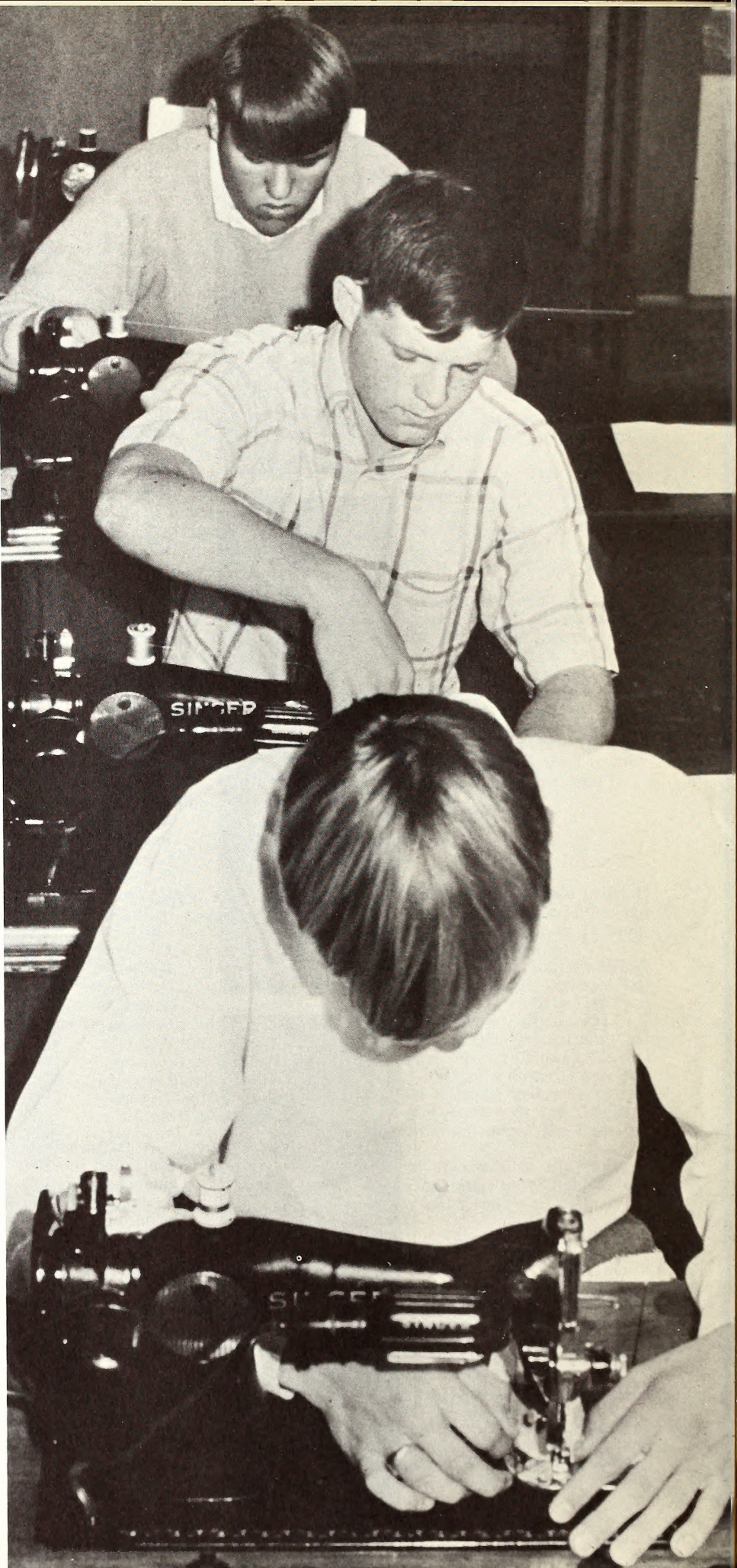
He received his B.S. from UNC-Chapel Hill in 1936 and has done further study at UNC-Chapel Hill and N. C. State University. Davis began his career with the State education agency in 1936 as an accountant and budget officer in the Division of Finance and Statistics of the State Department of Public Instruction. He became director of that Division in 1941 and assistant director of the Division of Auditing and Accounting, Controller's Office of the State Board of Education in 1943. He became director of this Division in 1949, where he served until his appointment as Controller.

Davis was a delegate to the White House Conference on Education in 1955 and has served on several committees with the U. S. Office of Education in the development of handbooks concerning state education records and reports.

His hobby is golf. He is a member of Raleigh's Fairmont Methodist Church and a member of the board of trustees of Methodist Retirement Homes, Inc.

BOYS BECOME WIFE SAVERS

Students at Walter Williams High School in Burlington learn that sewing needn't be the prerogative of the girls. Photo by Charles L. Wright, SDPI photographer



Nancy Jolly

Men who spurn the kitchen and refuse to diaper the baby are almost extinct. With wives flooding the labor market and thus absent from home more often, husbands can't afford not to be able to accomplish a few rudimentary household tasks. And with convenience foods and streamlined appliances taking much of the guesswork and drudgery out of housework, even the most unhandy man can throw together a simple meal or flick a washing machine switch.

At present more than 5,000 boys are enrolled in home economics classes in North Carolina. Thirty-six high schools offer either one or two semester courses designed just for boys, and more than 200 schools have coeducational home economics courses. (Most of the latter are family life education.)

There has been a substantial growth in home economics classes for boys within the last three years, according to Mrs. Ernestine Frazier, supervisor of home economics for the State Department of Public Instruction. "Administrators are seeing the need for boys to be educated in family living, and they are providing an opportunity for their students," she said. The rise in home economics for boys reflects the changing roles of both men and women. "With so many more women working these days, men are of necessity becoming more involved in the home," Mrs. Frazier said.

"Boys home economics is based on the man's role in the home," she said, explaining that the boys classes would not be appropriate for girls. "Consumer education is the basis for the boys courses," she said. (Care and skill is the backbone of girls classes.) Aspects of buying such as quality, cost, and availability are emphasized in boys classes. The Statewide program is a comprehensive one; areas studied include food selection and the preparation of simple dishes, selection and care of clothing, spending the family income, cost and maintenance of a home, understanding child development, and getting along with family and peers.

Food preparation is not emphasized unless the boys really want to learn to cook, according to Mrs. Frazier. But she noted that outdoor cookery is becoming "a man's prerogative" and, as a consequence, quite popular with boys classes. Most emphasis in home economics classes for boys in North Carolina, however, is placed on demonstrating the equipment found in the average home, comparing prices of equipment, cost of repairs, and discussing essential equipment for a young family.

Boys learn to purchase foods and are taught the basics of planning nutritious meals. Simple tasks such as setting the table and one-dish meal preparation are included to prepare the boys for days when mothers or wives are either sick or away from home for some reason. Studying table manners is also popular, according to Mrs. Frazier. Seating ladies, passing foods, etc., are tasks the boys seem to find easier and more natural with lots of in-class experience.

Actual clothing construction is no more emphasized than cooking; that is, unless the boys desire to make a simple garment. Usually, they are taught the uses and qualities of various textiles (for example, when to buy dacron versus wool worsted; the care and life expectancy of both). The boys are also taught the simple care of clothing such as sewing on buttons and patches, pressing trousers, ironing shirts, and washing socks. "They really need to know these things when they leave home," said Mrs. Frazier. Often, the boys classes will visit local clothing stores to learn more about style and values. Teachers have found that shopping behavior is also a subject in which the boys show much interest.

In the area of child development, boys learn about toys, teaching materials, the cost of child care, and the cost of rearing a family. Some classes provide actual experience in child management with nursery children imported for a true lab experience.

When studying housing and home management, as in other areas, again the boys classes have a completely different slant than those for girls. While girls learn how to care for a house, the boys study house plans, calculate the costs of building supplies and labor, and discuss financing and the arrangement of space to meet family needs. They are taken on field trips to building sites to learn about land values and discuss with realtors the decisions involved in building or buying a home. Furniture units in the boys classes emphasize cost and style rather than care, as

in the girls classes. In one school, the boys visited a nearby furniture factory to learn from the frame up what constitutes that firm's "fine" line as opposed to their cheaper items. Mrs. Frazier noted that often the boys classes will include a short study of furniture refinishing or remodeling with each boy bringing a piece of furniture from home to remake in class.

Business and professional men from the community often visit the boys classes to discuss various areas of study. (Women are usually the resource persons used in a girls class.) Visits from lawyers have been found most popular. And Mrs. Frazier feels that a discussion of wills, deeds, and other legal documents that the head of the household would need to understand is an essential of the course. In the coeducational family life classes, young married couples are sometimes invited to visit the class to discuss the problems the students will one day face. (The family life classes are limited to juniors and seniors; more emphasis is placed on family relationships, but simple household skills and the use of equipment are also studied.)

"In all these classes the boys are expected to do things," said Mrs. Frazier. "They expect a true lab experience, and they get it." She feels that boys classes are more difficult to teach than those for girls, but she noted that home economics teachers have persisted in offering the courses—many times in the face of resistance. "In some areas, there has been a slight stigma against home economics for boys on the part of the boys, and sometimes their fathers—the mothers are usually all for it," she said. "When this happens, all we need to do is talk a few football players and student leaders into taking the course, and this kind of thinking soon dies," she said.

Why do the fellows take home economics? A recent opinion survey in the "Boys Home Training" course at Northern High School in Durham revealed that the majority of the students enrolled took the course for "personal and future reference"—a few mentioned bachelorhood. Two said they thought the class would be a "crip"—they were disappointed; and one considerate youngster wanted to "help my mother around the house." The majority agreed that cooking was the most enjoyable, and all wished that the course had been longer.

Teachers find the values and attitudes learned in home economics for boys hard to evaluate, but they have found that more and more parents are encouraging their sons to take these courses. As one mother said, "My son is now becoming aware of the values he's getting when he shops. And he is much more interested in what goes on around the house."

"There is a growing need for home economics for boys and an emphasis on consumer economics all over the nation," said Mrs. Frazier. "Boys who aren't exposed to this knowledge are lacking a vital aspect of living. We can't afford to miss the boat with these boys."

In schools without courses designed especially for boys, the home economics and agriculture teachers will often exchange their classes for a few weeks to give both groups a look at "the other side of the coin." In such exchange programs, the boys briefly discuss grooming, clothing, selection of home equipment, foods, and family relationships. Mrs. Frazier estimates that in every county of the State there is at least one opportunity for boys to study these subjects.

Four days a week bus loads of children and cars filled with teachers roll into the Model Developmental Reading School in Greensboro. Both arrive with a feeling of anticipation. The children are from the Greensboro City Schools, Guilford County Schools, and from one school in Davidson County.

The teachers are from 21 school administrative units in Alamance, Caswell, Chatham, Davidson, Forsyth, Guilford, Orange, Randolph, Rockingham, and Person Counties.

Why are they coming? What is the reading school?

The children are coming to receive instruction focused upon reading and its relation to the total curriculum. The teachers are coming to learn how they can teach reading and related skills more effectively. Teachers, as well as other educators, place the teaching of reading among the most critical educational problems. Repeatedly, teachers have requested the opportunity to observe skillful teachers at work with a typical heterogeneous class of children, in a typical classroom setting, using materials which are available to them in their own schools.

The Model Developmental Reading School is meeting this request. It is recognized that regardless of the methods or materials used in teaching reading, the variable which really makes the difference is the teacher. Providing an in-service program which makes provision for immediate application of the teaching skills acquired appears to be a practical approach to bringing about needed changes in instruction.

The idea for this program was conceived by Dr. George Spache, Director of the Reading Laboratory and Clinic, University of Florida. It is a Title III ESEA project funded to the Greensboro Board of Education and co-sponsored by the Piedmont Association for School Studies and Services. The school serves the Fifth Educational District of North Carolina and the school systems involved vary widely in size and per pupil expenditures. A single school system could not support such a program; it is an example of how school units unite their resources to provide services useful to all.

The school began operating in October 1967. Housed in the David Jones Elementary School located in an urban redevelopment area of the city of Greensboro, the school provides seven classes, one at each grade level K-6. The Greensboro Board of Education supplied observation booths in each classroom and converted one room into offices and a materials center. This center incorporates many modern educational devices and materials and is open to teachers and administrators at all times.

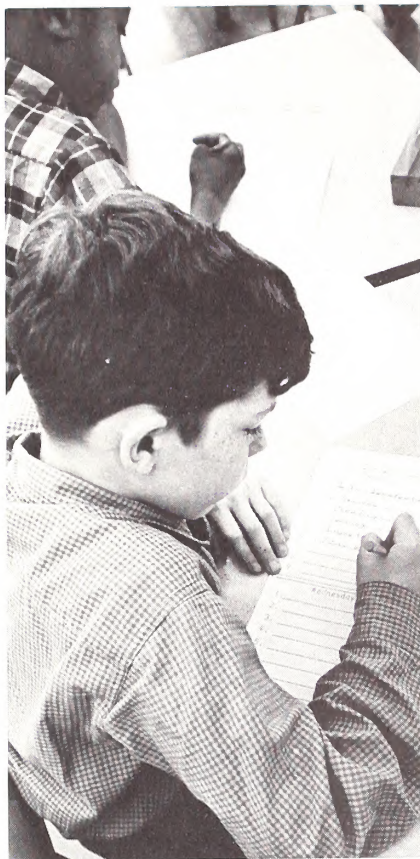
Let's look at a class of children in action at the school. As the day begins, most pupils will construct their individual plans for the day. There may be specific assignments given to some individuals by the teacher, but generally pupils will have a wide choice of activities. This practice is based on the belief that early in their school life, children can and should learn how to

Demonstration Reading Project Serves Twenty-one School Systems

Helen D. Wolff / Director Developmental Reading School
Greensboro, North Carolina

The activities that lead to increased reading ability are varied and interesting. The boy at upper right is motivated by planning his own activities each day.





evaluate and how to plan independently. After the planning period we see a group of five children with earphones listening to a recording. Three children are viewing a filmstrip, and six are working with the teacher on vowel sounds. Around a reading table three others are planning a puppet show to be presented to their classmates later in the day. Still others are practicing handwriting skills, and another group is writing creative stories. Other children are at their desks reading in a basal text.

This scene illustrates the fact that instruction is paced to the needs, abilities, and interests of each child so that each experiences a series of successful tasks, happiness, and continuous academic growth. The teacher's role in developing each child's self-image is a vital one. A friendly, happy climate for learning is basic. Children must be free to share experiences, experiment with skills, and even make mistakes. This requires the teacher to employ flexible schemes of subgrouping within a class. Individual, small group, and class projects, in which children are given opportunities and taught how to assume responsibility for their own learning, free both child and teacher from a grade line restriction.

The teachers believe there are many good ways to teach reading and that no one way will meet the needs of all pupils in a class. The teacher must be understanding and skillful in diagnosing each child's needs and in applying techniques which will insure success for the individual. It is in how well he determines the prescription that the teacher proves his skill. Elements of an eclectic basal reader method, the language-experience approach, and an individualized reading program are all in evidence in these classrooms.

The staff believes that the teaching of reading must be viewed in relation to the total language arts program and this, in turn, to the total curriculum. Listening, speaking, reading, spelling, and writing are directly related by structure, purpose, and skill. Common learning skills must be identified and then arranged to strengthen and reinforce each other. All language arts skills are being taught as a means to an end—understanding our language, knowledge of our literary heritage, and skill in conveying beliefs, feelings, and thoughts through writing and speech.

The cooperation of the supervisory staff in the Guilford County and Greensboro schools provides for continual enhancement of the program's objectives. At the close of this school year, these administrative units will have sent 26 classes of students to attend the school for a 12-week period. In keeping with the idea of presenting a typical classroom situation to the visitor, pupils are assigned to their classes under normal procedures used within their schools. The selection of classes is made with an eye toward providing a cross-section of socio-economic levels from both urban and rural areas.

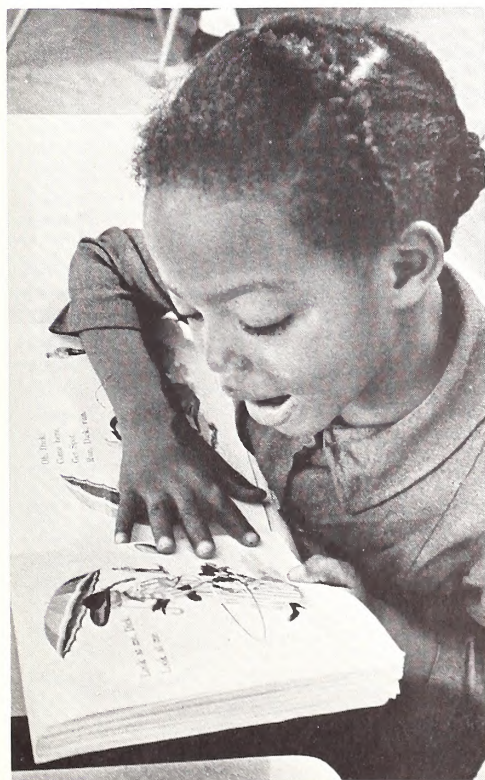
Teachers selected to visit the school observe for two consecutive days and return two weeks later for a third day.

The project assumes responsibility for the cost of substitute teachers and transportation for the visiting teacher. These teachers have the responsibility for putting into practice, in their own classrooms, techniques which they believe will be of value to their pupils and sharing ideas learned at the reading school with other members of their faculty. Dr. H. C. Hudgins, director of the Piedmont Association for School Studies and Services, schedules all visitors to the school and allots to each administrative unit the number of observers which may be sent on a given day. Work with each school system is channeled through a member of the supervisory staff who is designated as the liaison person.

The response of some 1,200 observers who visited the school in 1967-68 pointed up the need to extend the in-service phase of the program. Two additional demonstration classes are now in operation in Guilford County. These are taught by regular classroom teachers who received training at the reading school last year. The methods and activities parallel the work being done at the reading school. Observers visit these satellite demonstration classes two or three days each week. Four more satellite classes have recently begun operation. Teachers for these had 10 days of observation and training at the reading school during the first semester of 1968-69 year. These newest classes will be located in Lexington and Madison City units and Alamance and Caswell Counties. By fall of 1969 it is anticipated that 12 such classes will be functioning.

The reading school teachers are working as consultants throughout the area. They often conduct workshops and in-service programs for individual schools, and assist schools in planning and evaluating their reading instruction. Four reading institutes were conducted in the summer of 1968 in cooperation with the UNC-Greensboro School of Education and its extension division. They were attended by more than 200 teachers and principals.

Evaluation of activities at the reading school is being done under the direction of Dr. Bert Goldman, research specialist at UNC-Greensboro. All classes and teachers are paired with control groups, and the result of the work with observers is evaluated by means of questionnaires and observations. Data for 1967-68 indicates that appropriate change and improvement are taking place.





Modular scheduling has enabled teachers at Parkland to plan large group lectures for as many as 250 students at a time. Here, U. S. History students gather for a weekly lecture that will be taped and kept on file for absentees or students who wish to review the information presented that day.

MODULAR SCHEDULING ENCOURAGES INDIVIDUALISM

Bells never ring at Parkland Senior High School in Winston-Salem. Their demise marked the beginning of a program aimed at individualism.

The bells at Parkland ceased their ringing when modular scheduling was introduced at the beginning of the 1967-68 school year. Briefly, the new scheduling splits the day into modules—26-minute periods of time—and various combinations of modules. The change sounds simple, but it has resulted in vast differences: group lectures for as many as 250 students at a time, regularly scheduled small group discussion for as few as 10 students, resource centers designed for individual study during unscheduled time, and a class schedule that varies weekly.

"The change was effected as an effort to meet the differences in a large high school whose student body has many levels of intellectual ability, social maturity, civic responsibility, and economic stability," said Earl Sanderfur, Parkland principal. He explained that the traditional teacher-student ratio makes individual teaching, the ideal way to give each student a personalized curriculum, impossible.

"The basic problem then is to place each student in a program geared to his individual needs within the boundaries imposed by the school day and the physical space and facilities available," he said. "The Parkland program is an attempt to insure that learning is an active process that helps a student become, in many ways, self-initiated in his studies."

The system is based on the philosophy that students can best be taught in classes of varied lengths, depending on the activity scheduled for that day. It is taken for granted at Parkland that students need to learn how to manage and plan their own time, that they must learn how to learn, and that students will profit from a variety of learning experiences.

The schedule is based on a continuously repeating three-day cycle during which each class meets for a total of about five hours per week. On the first day of the cycle, a student might be scheduled for one module (26 minutes) of math and three modules (78 minutes) of English. On the second day he will have two modules of both classes, and on the third day he will be scheduled for three modules of math and one of English. Subjects are scheduled back-to-back, and the basic schedule, planned with the aid of a computer, repeats every three days.

A 35-minute period is scheduled in the middle of the morning on Mondays through Thursdays for lecture periods. Large group instruction takes place during this time. A lecture may be given by a teacher or resource person in the auditorium. This period could also include a film, demonstration, or some other form of instruction from which the student gains information not in his textbook and not otherwise available to him. The lectures are taped for replay and are available to absentees or other interested students. On Fridays the mid-morning lecture period is lengthened and replaced by an assembly period and homeroom. On other days homeroom is held for 15 minutes at the beginning of the day.

Use of the varying class periods is the prerogative of the teachers, and exact scheduling depends on the subject being taught and the students' interest and achievement levels. In all departments, except those that are strictly skill subjects such as typing, provision is made for frequent small group discussions and time in the resource centers or library.

Each student has a number of modules per day that are not scheduled—about 40 percent of his time. During these periods, the student is permitted to go to any of the five resource centers located throughout the building. Each is stocked with materials appropriate to one subject: English, math, foreign languages, social studies, or business education. Students may also use all other departments—art, home economics, and shop areas—when they are not involved in a lecture or class. A student need not be enrolled in an art class, for example, to work in that area when the facility is not otherwise occupied.

During their unscheduled time, students are not listed on a roll. It is understood that students unable to profit from free time, or who are disturbing other students, will be assigned to a supervised study hall. Parkland students, as a whole, have made good use of their unscheduled time, Sandefur said. He noted, however, that traditional study halls are kept for incoming sophomores and for students who have failed a course.

Teachers are paired in teams of two and are assigned identical schedules so that they may plan small or large group instruction jointly. Classes may be split into small groups with part of the class in a resource center while the other students meet for student-centered discussions. "This is an opportunity to clear up

misunderstandings, to question, to express freely, and to engage in student-to-student planning," said Sandefur.

Time is also scheduled for laboratory type instruction which, at Parkland, may take place in subjects other than science. In an English class, for example, students may write a theme or research a particular topic during regular class time. In the mathematics class the lab may consist of working problems that have been discussed in a lecture or in small group meetings.

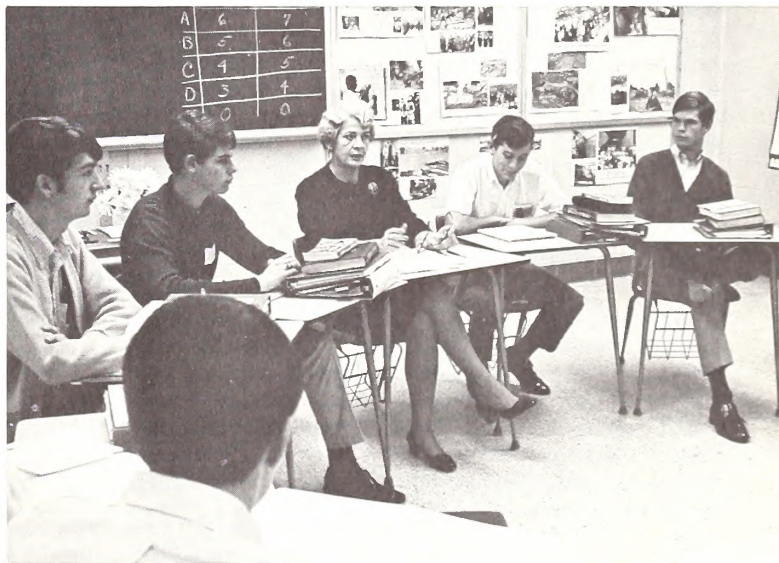
The amount of time a student has for independent study in the resource centers will depend on the number of courses he takes. Most of the school's 1,500 students take four. Ideally, independent study is work in an area in which a student takes particular interest. With teacher help and encouragement, many students work out a program uniquely their own.

Teacher aides are always present in the resource centers to dispense materials such as books, pamphlets, and audiovisual equipment and to assure proper behavior. "They also are able to perform many routine and clerical duties usually assigned to teachers," the principal said. The freedom thus given to teachers allows them more time for teaching, or planning, or consulting with students on an individual basis. Each teacher is assigned a small cubicle in one of the resource centers where he is available to students during free time.

Students are permitted in the halls every 26 minutes. At other times they must show a special pass to move from one class to another. They are not permitted to leave the school at any time during the day before their last scheduled class has been held. Any student whose last class is over before the end of the regular school day may leave if he has transportation. "This doesn't mean that a student can't stay later and do further work. This is encouraged, but not required," Sandefur explained.

The program is still being evaluated, but at the end of the 1967-68 school year, both teachers and students had favorable comments. Students seemed to enjoy having the responsibility to make decisions about the use of their time and teachers found value in the varying class schedules.

"But regardless of the program or the time scheduling, the key to learning is still good teachers," said Sandefur.



Small group discussion is the rule, not the exception, at Parkland. Computer assisted modular scheduling has enabled teachers to split classes for small group work or combine them for large group activities.

NEWS BRIEFS



Jerome H. Melton

FORTY-TWO SCHOOLS RECEIVE INITIAL SACS MEMBERSHIP

Membership in the Southern Association of Colleges and Schools among North Carolina secondary schools rose to a total of 313 for 1968-69 with an increase of 19 new accreditations and 16 losses. All of the losses were due either to consolidation or discontinuance.

Twenty-three new elementary schools were granted accreditation bringing the total for the State to 411. There were 11 elementary school losses during 1968-69; all were due to discontinuance or consolidation.

Dr. Joseph M. Johnston, acting director of the Division of Federal-State Relations and State coordinator of ESEA Title I for the Department of Public Instruction, was installed 1969 president of the Southern Association at the 73rd annual meeting held in Atlanta, Ga., in December. Dr. Johnston will chair the next annual meeting of the Association. He succeeds Dr. Andrew D. Holt, president of the University of Tennessee.

"Most of the people doing the work of the association are on an administrative level," said Dr. Johnston. As president, Dr. Johnston hopes to involve more local level personnel, teachers, and even students in the actual work of the association.

The following schools received initial accreditation:

Secondary

Ashe County: Northwest Ashe High; **Asheboro City:** North Asheboro Junior; **Cabarrus County:** Central Cabarrus High; **Chatham County:** Jordan Matthews High; **Davidson County:** Ledford High and East Davidson High; **Durham County:** John W. Neal Junior; **Fayetteville City:** Reid Ross Senior High; **Gaston County:** Lincoln High; **Greensboro City:** A. T. Allen Junior and Mendenhall Junior; **Haywood County:** Tuscola Senior High; **High Point City:** T. Wingate Andrews High; **Iredell County:** South Iredell High and North Iredell High; **Person County:** Roxboro High; **Raleigh City:** Jesse O. Sanderson High; **Sampson County:** Roseboro-Salemburg High; and **Wilkes County:** East Wilkes High.

Elementary

Burke County: Icard and Rutherford College; **Fayetteville City:** **Carteret County:** Morehead City; **Sampson County:** Roseboro-School Street, Virginia Street, Walnut Street, and William Street; **Lincoln County:** Love Memorial; **Lumberton City:** Rowland-Norment and Tanglewood; **Moore County:** Elise, Highfalls, and Robbins; **Carteret County:** Morehead City; **Sampson County:** Roseboro-Salemburg; and **Wake County:** Baucom, Brentwood, Fred A. Smith, Vena Wilburn, and West Cary.

SOCIAL STUDIES CONFERENCE

The Fifteenth Annual Duke University Conference for Teachers of the Social Studies will open in the Music Room of the East Duke Building, East Campus of Duke University on February 28. The meeting will start at 1:30 p.m. Friday and continue through lunch on Saturday.

The conference is co-sponsored by the Foreign Policy Association and will feature experts in various fields of foreign policy. The North Carolina and Virginia Councils for the Social Studies are assisting.

MELTON APPOINTED ASSISTANT STATE SUPERINTENDENT

Jerome H. Melton, superintendent of Haywood County Schools since 1965, is the first of several assistant State superintendents appointed by Dr. Craig Phillips to form a proposed new "executive cabinet" in the State Department of Public Instruction. He began his duties on January 3 and is initially assuming responsibilities for general administrative and public relations services. In announcing the appointment, State Supt. Phillips said during the first six months Melton will concentrate on legislative relationships and liaison with local school superintendents.

Melton served as an associate director of the Governor's Study Commission on the Public School System of North Carolina and, with other members of the State Department, will spend much time on interpretation and promotion of the Commission's report and the State Board of Education's "B" budget requests.

He is 43 and a native of Chesterfield County, S. C. Both his B. S. and M. A. degrees were received from Appalachian State University and he is currently completing the doctoral program in the School of Education at UNC-Chapel Hill. He began his service to the public schools of the State as a teacher and coach in Forsyth County, later teaching and assuming a principalship in Caldwell County. He was a supervisor and principal in the Raleigh city schools, including the principalship of Daniels Junior High School, before going to Haywood.

NEW SUPERINTENDENT

William Clyde Pressley has been named to succeed Jerome Melton as superintendent of Haywood County schools. M. H. Bowles, former director of Title I funds in that system, was named to replace Pressley as associate superintendent.

Pressley, 42, went to Haywood from Kaiser Junior High in Greensboro where he was principal. He is a native of Jackson County and holds the B.S. and M.A. degrees from Western Carolina University. He has done post-graduate work at UNC-Chapel Hill.

COMMISSION REPORT PRAISED

"A Child Well Taught," the report made in early December by the Governor's Study Commission on the Public School System of North Carolina, was applauded by the State Board of Education at the December meeting. The Board adopted the following resolution:

"The report of the Governor's Study Commission on the Public School System of North Carolina represents the culmination of many hours of hard and dedicated work by many people. This report deserves the respect and the careful consideration of all individuals and groups working to improve the educational opportunities of the people of North Carolina.

"The State Board of Education is indebted to Governor Moore, the Commission and the hundreds of responsible citizens of North Carolina who worked on this report for providing the State with this blueprint for educational progress in North Carolina."

CUMBERLAND DEVELOPS PROGRAM for EMOTIONALLY HANDICAPPED

Many teachers have experienced the frustration of having a student whose behavior is such that he becomes a threat to the discipline of the entire class. According to the best available statistics, nearly seven percent of all school age children are subject to emotional handicaps which interfere markedly with their learning and adjustment. And it has been estimated that one or two percent of all elementary school children require some form of special programming to enable them to remain in school.

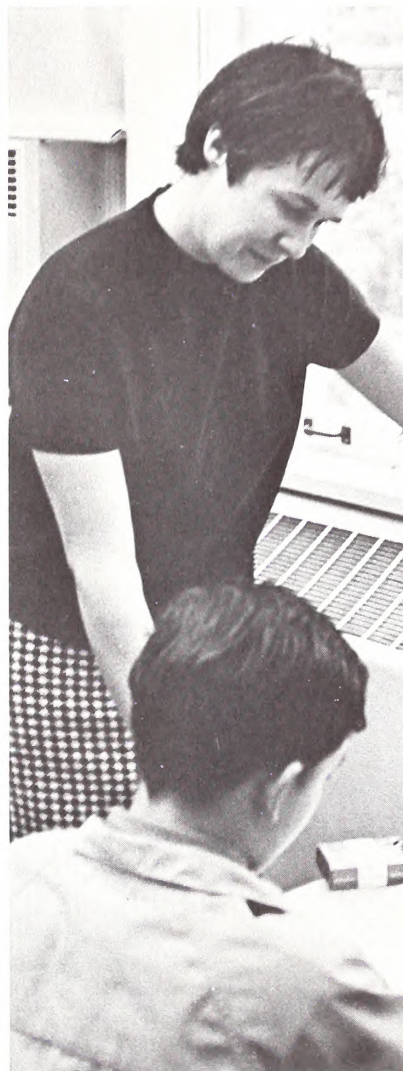
School authorities in Cumberland County, in cooperation with a strong county-wide mental health center, have initiated a program to help emotionally handicapped children within the school setting—they call it re-education. The program began in the fall of 1967 when two special classes for such children were opened at Massey Hill School in Fayetteville.

"The program's single objective," said C. Wayne Collier, assistant superintendent, "was to demonstrate that children with serious behavior problems, often termed emotionally disturbed children—those unable to adapt to or be educated within any other available program, could be re-educated through a short and intensive special class program." Collier explained that prior to the beginning of the program, an effort was made to identify existing community resources that might be used to aid the children and to organize these resources into a system of early intervention and treatment.

Children are referred to the program through a variety of sources including the Cumberland County Mental Health Center, local physicians, parents, and teachers. They are investigated first by a "liaison teacher," a former classroom teacher serving the schools in the capacity of a social worker, who gathers data from parents, teachers, and others. "Many children can be helped considerably at this point," Collier said. Less serious behavior problems are often resolved in the regular classroom through cooperation between parents, teachers, and the liaison teachers.

Children with more serious problems are given a physical examination to ascertain that their difficulties are emotional. They are then tested by the Cumberland County Mental Health Center to find the extent of the emotional handicap. Each case is reviewed by a committee, comprised of mental health and school officials, which determines whether or not the special classes will benefit the child. Only children between the ages of 6 and 14 are considered for the classes. Parents must be actively involved in counseling at the mental health center prior to the child's entrance and throughout his stay in the program.

Eight students at a time may be taught in each of the two classes, both of which are staffed by two teachers. One class is for lower level students, usually grades 3-5, and the other is for the upper level, grades 6-8. A child is tested when he first enters so that he can work at his own educational level.



"The children do just about what they'd do in a normal classroom," explained Mrs. Lois White who teaches the lower level. However, she said, the special classes are "quite individualized." All activities are structured for each child. "It is important that they know exactly what is expected of them so we set definite limits to their tasks," she said.

During the morning students study with individual lesson plans in a small room adjacent to the main activity room. Each of the two classes is divided

into four small areas: activity, study, quiet, and observation. Many of these children are easily distracted—by other children, noise, or even spots on the wall, Mrs. White explained. To encourage concentration, small room dividers separate desks and teachers may assist with individual problems while other children work with their lesson plans.

At lunchtime the two classes are joined and students eat with their teachers. The table is covered with white cloths—used to encourage good table manners. In the afternoon, group activities such as art or music are planned. Occasionally there is a special treat—a party or short field trip. "These extras give them an incentive; you'd be surprised how much better their behavior is on those days," said Mrs. White. Gym time and playground activities round out the program.

A child may go into the "quiet room" when he cannot control his behavior. But Mrs. White noted that the room isn't used too often. "Sometimes a child will go in there without being told if he knows he is going to get mad and lose control." With two teachers in the class at all times, one may talk to an individual about his behavior while the other continues with group activity.

Collier cautioned that "these classes aren't designed for treatment as such. We are trying to re-educate the children so that their behavior will allow them to return to the regular classroom." A student may remain in the special class for as long as eight months; however, four to six months is the usual time required.

A student's regular teacher meets with the special class teachers for admission, mid-term, and discharge conferences. Collier says these regular teachers benefit by learning more effective ways to deal with all behavior problems—not just the problems of the emotionally handicapped.

Fifty-three children, who might otherwise not have been in school, entered the special classes last year. Sixteen of that number had been returned to the regular classrooms by last spring. All of the 16 have continued to adjust normally. Of the remaining children, 27 are in some stage of placement within the present program, a few were withdrawn and are awaiting placement in institutions, and a few were returned to the regular classroom in less than four months because they proved not seriously handicapped.

This group had not recently attended school for a variety of reasons including withdrawal, extended expulsion, and recent release from institutional programs. Prior to initiation of the program, many of these children were being investigated for homebound instruction. Since regulations do not allow children with emotional disturbances to be educated under the homebound program, this group was unable to receive any systematic instruction through Cumberland's then existing public school programs.

Dr. Carroll Honored

Dr. Charles F. Carroll, who has devoted 47 years to the public schools of North Carolina, on January 3 retired as State Superintendent of Public Instruction, a post he had held since August 20, 1952. The pictures on this page illustrate the many expressions of appreciation for his educational leadership over the years which have been extended him during recent days.

It was "Charlie Carroll Day" in High Point when the Rotary Club of that city—which he had once served as president—honored him at a luncheon and presented him with the furniture industry's newest "relaxer" chair. At left, he is shown with Mrs. Carroll, sitting in the new chair, and Dr. Dean B. Pruette who succeeded Dr. Carroll as High Point's superintendent, a post he resigned to accept the State superintendency. The fall meeting of NCEA's Division of Superintendents devoted its banquet to honoring Dr. Carroll and the evening consisted of speeches praising him and an address by Dr. Carroll which pointed up future needs of the schools. At lower left, he is shown as he is greeted by superintendents from across the State as they honored him in Durham and presented him with a \$2,500 check from the Superintendent's Division of the North Carolina Education Association.

His staff and co-workers presented him with a color television set at the State Department of Public Instruction's Christmas party. Below, he is shown with Mrs. Carroll as he opened the package which contained a photo of the set to be installed at his home. The Department's division directors honored the Carrolls at a dinner on December 30, presenting the couple with a hand-lettered scroll which expressed appreciation to Dr. Carroll for his leadership and to Mrs. Carroll for her encouragement to him over the years.



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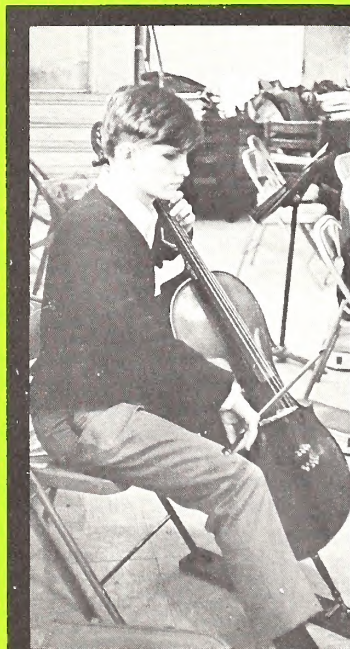
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VOLUME 33 / NUMBER 7 / MARCH 1969

NORTH CAROLINA PUBLIC SCHOOLS



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Official Publication issued monthly, except June, July, and August, by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh.
Unless otherwise noted, no credit or permission is required for reprinting, with the exception of articles from other publications reprinted herein.

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From the Superintendent of Public Instruction...

Governor Scott has talked of a "new adventure" in public education. For you and me, directly concerned with assuring that each of our over 1,250,000 school children is "a child well taught," the adventure is filled with promise because it comes at a time when we are attempting to interpret our needs to decision makers and when we have in hand the finest blueprint for public education we have ever had.

The success of the adventure depends upon our ability, yours and mine, in obtaining understanding of and support for the blueprint—the Governor's Study Commission recommendations and the State Board of Education's statement of new dollars needed to do new things, its B budget proposals. In addition, we have the United Forces for Education program, placing emphasis on three important segments of the total picture.

Our blueprint says that those who teach must be adequately compensated; this State must reach at least the national average for its professional personnel. We must find ways to relate salaries to the job being done—additional pay for those with special competencies which allow them to assume additional responsibilities. A teacher must have time to teach—relief from activities unrelated to teaching, time for workshops, professional meetings, conferences with parents. The proposed 10-month schedule is a positive step. A teacher must have time to learn; we must find means to help teachers and others in the profession learn better ways to

do things—leaves for study, more and better on-the-job training.

The teacher deserves a school system large enough, and structured in a way to do the most effective job. The teacher who is to teach well must have a voice in what is going on—honest dialogue between those who employ and those who are employed. The teacher deserves citizen support in the way of local, regional, and State lay organizations—educational development councils involving more people in decision making. The teacher must have supporting services—in health, psychology, social work, special reading problems, etc.

A child to be well taught needs the opportunity to start early enough—kindergartens. In our junior high schools, where the youngster is changing drastically, our blueprint calls for dramatic improvements in programs to meet the needs of the child who is different. In senior high school the child well taught must have access to more comprehensive programs—guidance services and a wide variety of occupational courses; enrichment courses like drama, art, and music; and advanced courses in such fields as mathematics, science, and foreign languages.

We have the blueprint for "a child well taught"; you and I must interpret this blueprint in terms our decision makers understand and then be willing to commit our support for positive, adequate ways to finance this blueprint.

Teaching with Heart

Four North Carolina teachers are among the 137 educators named "Top Teachers of the Disadvantaged" in the December 1968 issue of *GRADE TEACHER* magazine. The awards are a part of the magazine's continuing efforts to give national recognition to deserving teachers. Teachers chosen for citations represented all parts of the nation and were picked through a survey of school superintendents. All of the "top teachers," according to the magazine, have one thing in common: "an unshakable belief in the youngsters they teach."

North Carolina teachers honored are Mrs. Dorothy B. Baker, a special education teacher at Madison-Mayodan School, Madison; Mrs. Frances L. Enzlow, a second grade teacher at David Caldwell School, Greensboro; Mrs. Glenda Hales, formerly an elementary teacher at Barbee School in Raleigh and presently an administrative intern with the Raleigh school system; and Mrs. Susan Malone, a fifth grade teacher at Washington School, Raleigh. The following article about Mrs. Malone, whose attitude is typical of all the teachers honored, is reprinted with the permission of *GRADE TEACHER* magazine.

If heart is essential to teaching and reaching the disadvantaged, then Mrs. Susan Caldwell Malone is really on the right track. There's heart in her teaching, both figuratively and literally.

As a teacher of disadvantaged fifth graders in Washington Elementary School, Raleigh, N. C., Mrs. Malone will go to almost any end to enrich the lives of her youngsters—even to the point of bringing into the classroom the hearts of just-killed hogs.

Mrs. Malone is determined to provide her youngsters with the cultural and esthetic experiences "that their poverty deprives them of." And if this means overcoming her own feminine squeamishness over seeing a hog dissected in a slaughterhouse, she'll just do it . . . and she did.

Basically, Mrs. Malone tries to broaden the world of her youngsters as much as possible by stretching the activities both inside and outside the classroom.

For example, though she's not very adept at the piano, Mrs. Malone gives her youngsters lessons. "I'm not very good, but what I know, they know." She teaches them the notes and some simple songs.

Another example: On days off, Mrs. Malone takes her class on trips, sometimes as far as several hundred miles to Washington, D.C.

It's no wonder that youngsters in Washington Elementary School can't wait to get to class, where learning comes alive. To wit, the hog's heart episode:

The class was completing a discussion of the human heart. Somehow, Mrs. Malone felt, the lesson wasn't complete. "They had only seen just plain old chickens' hearts from the outside," she recalls. "So, I called the owners of a local packing company and asked for help. They were happy to cooperate."

The next morning, at slaughter time, Mrs. Malone and two of the boys from the class went to pick up the hearts of three hogs—and not without a little

trepidation on her part. "I had never seen one before, and I was a little frightened. But I was okay by the time we got the heart back to the class."

Were the children excited? "You should have seen them. When we picked up the hearts, they were still warm and beating. In class, the girls were a little squeamish at first—just like me—but they got over it quickly. Everyone touched it. You could almost put your entire hand in the upper chamber."

Since Mrs. Malone didn't feel qualified to give a "biology lesson," she obtained the assistance of a biology instructor from a nearby college to help the children in dissecting and labeling the parts.

"And were they excited! Just to see their eyes brighten up showed how much had been accomplished."

Those bright eyes symbolize to Mrs. Malone why she does it. Why she willingly "gives up" (though she doesn't use those words) a day off to take them on a trip. Why she subsidizes the cost of the trip for those who can't afford to pay in full, or pay at all. Why she would never transfer to a teaching position in a more advantaged school.

"When someone asks me, 'Why are you giving up your day off?', I answer that I'm not giving up anything. I'm gaining. But more important, these children are gaining. No one wants to spend much time with them. They're afraid the children won't be dressed properly or something. So what? I don't even see their clothes. I see their eyes and forget everything else."

She continues to work with the disadvantaged just because "their needs are apparent. The poorest students academically deserve the better teachers, and I hope to qualify as the latter. I want to broaden the academic backgrounds of the students to increase the desire for self-improvement, to instill self-pride and to develop good citizenship."

It's not always the "unusual" that is necessary. Mrs. Malone emphasizes

that very often, "you reach and teach them by doing the same things you would do with a more advantaged group. And that's important. You shouldn't treat them as different or inferior. They're not!"

For example, when her class is planning a field trip, her students—like any other group of fifth graders—handle the preliminary arrangements. They decide where to go. They contact the Chamber of Commerce, city officials, the museum, the newspaper or wherever the necessary information can be found. They collect or raise the money, plan the day and, often, the follow-up. They become involved in planning their own learning.

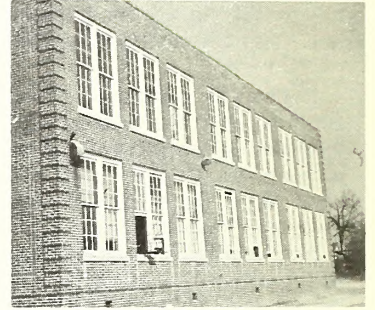
It would be easier, Mrs. Malone admits, to abandon the disadvantaged and take on a class of highly motivated, highly articulate, middle-class children. But she wouldn't want to do it. As she puts it, "It all becomes worthwhile, when you see their eyes light up with new understanding, a desire to learn, confidence in themselves and hear them say, 'When I grow up, I want to be a . . .'"

"But the teacher must be willing to make personal sacrifices of time and money to achieve a degree of success. The teacher of disadvantaged children cannot be one seeking employment only."

We've Come a Long Way

J. L. Pierce, Director / Division of School Planning
State Department of Public Instruction

We asked Dr. Pierce to explain the activities of his staff of architects, engineers, and educational consultants. Although their duties are complex and varied, they are chiefly concerned with evaluating school construction needs and advising educators of the best methods of building better schools. Planning, approval, and review of plans and construction are the Division's basic functions; but they can and do call on the entire staff of the Department of Public Instruction to determine changing educational patterns and methods—the basis of improved facilities.



We've come a long way from the box-like classroom with its single 50-watt light bulb suspended over rows of desks to today's modern classroom with a complex thermal, visual, sonic, and aesthetic environment. For 50 years we built schools like shoe boxes—each floor containing a long central corridor flanked by small sitdown classrooms, each designed for 30 students and a teacher.

Constantly changing curriculum and instruction methods have demanded that we break away from egg-crate construction to provide space for many different activities. Today's schools need more laboratories, better and larger libraries, and numerous electronic facilities—closed circuit television and devices for listening, viewing, and speaking. Tomorrow's schools will be constructed so that the space within may be used alternately for instructing one child or a hundred without appreciably altering the surroundings.

During the next 10 years North Carolina will spend almost a billion dollars for schoolhouse construction. It is essential that we keep up with all new construction developments and technological changes to provide the nearly 25,000 new classrooms we will need. We feel that the entire educational establishment must do a better long-range planning job to meet these needs. We must provide the design professionals with better and earlier information.

A great deal of advance planning and decision making takes place before new schools are built, and much of this work is done with the aid of the Division of School Planning. The process usually begins with a survey of a system's needs. The questions that arise are varied; they can span such issues as the feasibility of merging two or more school systems, the evaluation of a system's present facilities in terms of long-range and immediate needs, or the location of a single new building.

When the needs are established and a decision is made—to build, for example, a single elementary school for 600 children—a local committee is formed to determine the key issues. These committees—administrators, teachers, parents, and sometimes students—must know the policies and philosophies of the board of education as well as who will occupy the building, what will be done in it, and what type of equipment will be used. They must determine the type of program to be used in the school, the curriculum, methods, staffing patterns, lunchroom arrangements, etc., before the architects and engineers can design the building.

A building begins to take shape when the educator decides what he wants in his school; it is completed when the teacher finds himself in the new classroom. If the school has been well planned, it will meet his needs and the needs of the students; if not, the planning process has been poorly executed. The teacher who finds himself showing a film without good blackout equipment can blame those who failed to anticipate the situation—himself if he happened to be a member of the committee. Questions like this and others far more complicated must be answered before the designers begin their work.

To meet the needs of the future classroom, we must first foresee these needs. And we must do it now. In turn, the design and construction industry must improve their processes by using the best possible modern methods and procedures. Our technology has introduced many new tools—the computer and prefabricated materials, for example. Since many of these tools cut labor costs, they are, on the whole, cheaper. We have spent some \$200 millions in State funds on schoolhouse construction since 1949. And this amount won't touch what will be needed in the future.

General cost increases and a strong public resistance to bond issues and increased taxes have made it essential for us to find

new methods of financing school building projects. The old methods were fine for financing the one-room school, but you can't build a million dollar plant with a one-room budget. Wornout, unsafe buildings must be replaced or repaired at once even if the funds are borrowed. Needs that are not acute can be met with current levy, and major replacements that can be anticipated should be met by reserve funds. A school system could put away \$100,000 a year to build a \$500,000 school that will be needed in five years rather than waiting until the need is acute to raise the funds.

As a step toward meeting the challenges of the future, we have recommended, and the State Board of Education is requesting, an appropriation from the General Assembly to finance a research and development project in school planning and construction with emphasis on integrated systems. (For example, a preconstructed ceiling system which will include the lighting, heating, and ventilating arrangements necessary for the particular space.) Our objectives are building better schools, more economically and more rapidly. If funded, the project will include both planning and construction of new schools.

As our State becomes more urbanized, it is essential that school planning become a part of total long-range community planning—a coordinated system of decision making and control that includes housing, industry, thoroughfares, land use, schools, zoning, and public services. Schools must be planned, for example, with a projection of population shifts.

Our schools are an important and vital element of the total society—an organic element. The school is looked to for so much; more and more the school should be woven into the total fabric of the community. To determine the problems of the future and the best answers to these problems, design professionals, all educators, and the general public MUST cooperate. It is the only way to provide better schoolhouses for our children.

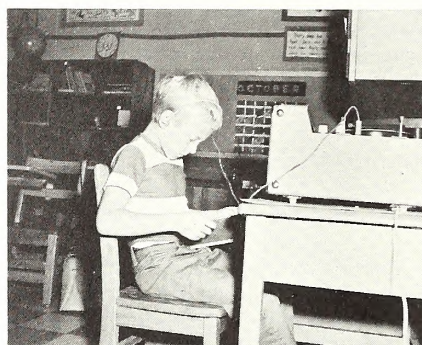
For the past two years the Chapel Hill city schools have had their own locally financed "mini-grant" program which encourages teachers to design and carry out their own special projects. The effort is unique in that all funds are local and all projects are initiated by teachers rather than by administrators.

Chapel Hill and Carrboro residents enthusiastically demonstrated support of their schools last year with contributions of over \$10,000 used to establish an endowment fund. The campaign was led by Dr. Marvin Silver, an interested and concerned member of the community. The Chapel Hill Board of Education authorized that the funds be spent on developing programs, and last year, Wilmer S. Cody, superintendent of schools, created the "mini-grant" program with the endowment. This year the Chapel Hill School Development Program is being supported by both contributions and a \$5,000 allocation by the school board.

The philosophy underlying the program is based on two major premises: that the classroom teacher is a tremendous untapped source of new ideas and that educational change can be accomplished only when teachers are actively involved in that change. Any teacher or group of teachers can submit a one-page proposal describing a project. The proposals are first evaluated by the principal of the school, and then sent to an administrative review panel.

To date, the development program has supported 41 projects which were varied in terms of the numbers of teachers and students involved, the funds required, and the topics chosen. There was, however, one theme—all of the teachers were searching for a better way to teach their students. Projects included curriculum study groups, family life education, a junior literary magazine, special math units, independent study programs, individualized reading programs, native speakers for foreign language lessons, and a student-produced movie.

Many of the innovations supported by the fund last year were so successful that schoolwide programs have been initiated. For example, the junior high school language arts teachers were concerned about the learning problems of many children with poor speech patterns. In an effort to help these children, the teachers set up their own in-service program. They used specialists who both observed the children and conducted classes for the teachers. This group concluded that language skills—especially oral—need to be mastered before a child learns to read. The Chapel Hill City Schools Communications Institute is a continuation of



The individualized reading program developed at Estes Hills School last year by third grade teachers was so effective that second grade teachers have initiated a similar project. A wide range of reading materials are provided as shown at top left with second grade teacher Mrs. Juanita Howell. Each classroom features a special reading corner and those with small rocking chairs, right, are favorites with the children. Guessing games with word cards also make reading easier to learn, top right, as does the special listening equipment pictured above.

their program. In addition, a federal grant provides for four kindergarten classes specializing in language development and special classes for elementary and junior high school students.

The program of individualized reading which was developed by third grade teachers at Estes Hills Elementary School last year was so effective that the second grade teachers have begun a similar plan this year. Both projects reorganize the reading curriculum to diagnose and meet the needs of each child. Testing is used to determine individual reading problems and to evaluate the program itself. To provide for a wide range of reading ability within a classroom, a variety of equipment and materials has been made available. Multi-level libraries of paperback books, programmed materials, tape recorders, and filmstrip previews give a wide range of choice and enable each child to move at his own pace. Each participating classroom has its special reading corners: in one room small rocking chairs invite browsing second graders; in another displays of interesting books whet children's appetites; and in some rooms children sprawl happily on reading blankets as a reward for work well done.

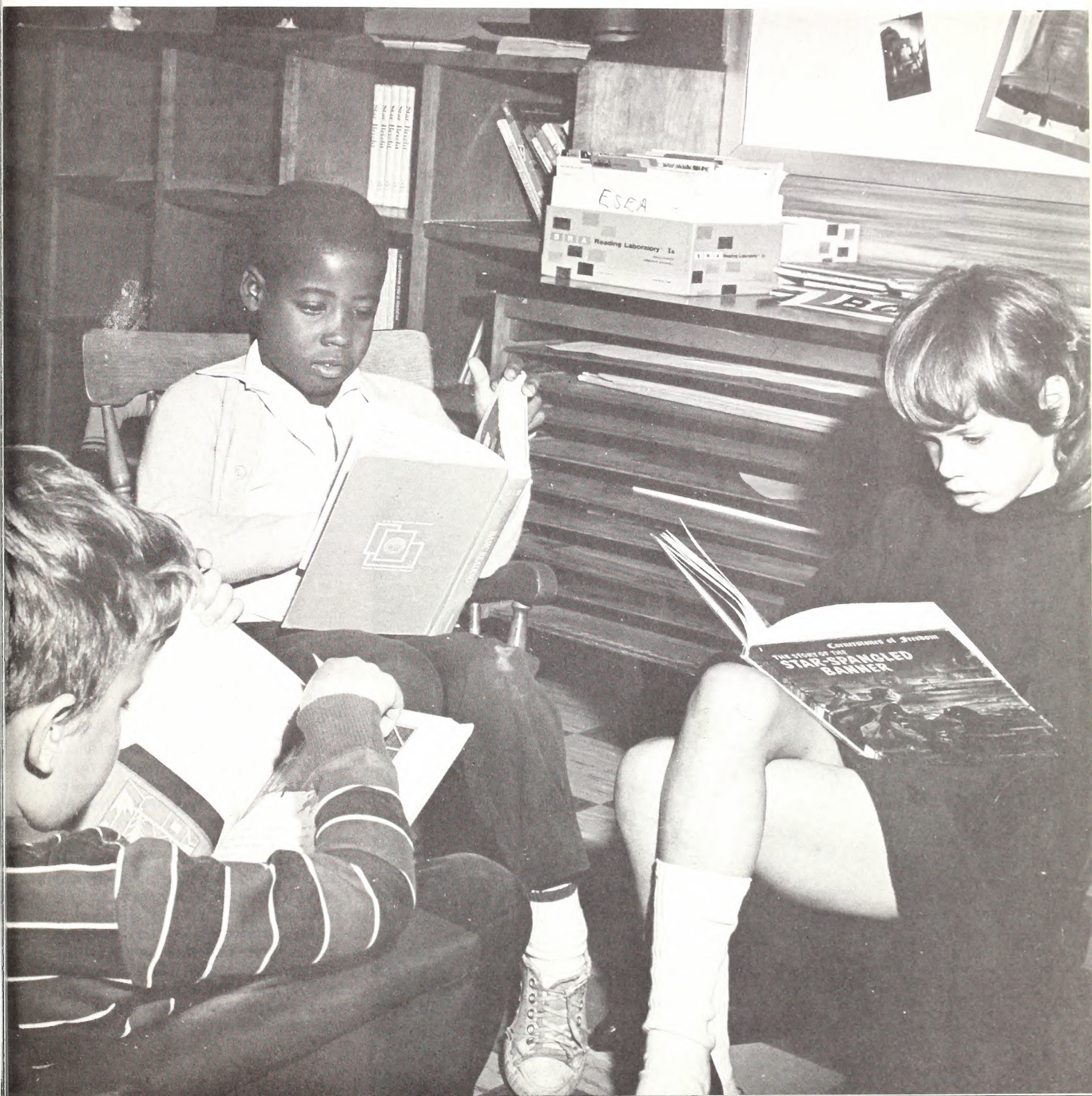
Science projects initiated included a course established this year at Guy B. Phillips School to give junior high students the opportunity to acquire

practical skills and understandings beyond the normal curriculum. The course is organized so that students work independently and in pairs to complete various projects which require following directions, using reason, and working with their hands to produce objects useful and meaningful to them such as model cars and planes, doorbells, radios, and motors.

In another project at Guy B. Phillips School, eighth grade science students are studying space science by actually planning a simulated space flight. The students are constructing a simulated space capsule, working out flight plans, selecting astronauts from the class, designing and building control panels, and then actually carrying out a 12-hour flight. The class is divided into teams which are responsible for different phases of the program—medical, life support, construction, navigation, communication, and astronaut selection.

The Endowment Fund Committee has set this year's goal at \$20,000 and plans to involve the business community more actively in the 1969 campaign. According to Chairman Werner Hausler, "The hope is to broaden the base of support and involve more members of the community. Nothing we do will have greater impact on the total character and well-being of our school system, for this effort can demonstrate the highest level of local concern and participation."

CHAPEL HILL TEACHERS ENCOURAGED BY LOCALLY-FINANCED "MINI-GRANTS"



Students



Practically every high school has a band. Most of them have chorus and many offer music appreciation. But an orchestra—well, those are a bit rare. For one thing, band instruments, generally speaking, are easier to play than stringed instruments. The band's woodwinds and brasses depend primarily on finger placement and good wind for sound. To produce music on a violin, cello, or bass viol, the player must depend on his ear as well as his hand. He must be able to hear that his fingers are placed correctly.

The student orchestra in Burlington was started 15 years ago. And although its growth has been slow—it took five years for the first untrained players to actually become an orchestra—it has been steady. Fewer than five percent of the students who enter the orchestra program in the third grade drop out. The popularity may be due in part to the orchestra's young and energetic director, Joe Corne, who mixes athletics with music and whose tastes run from Bach to jazz.

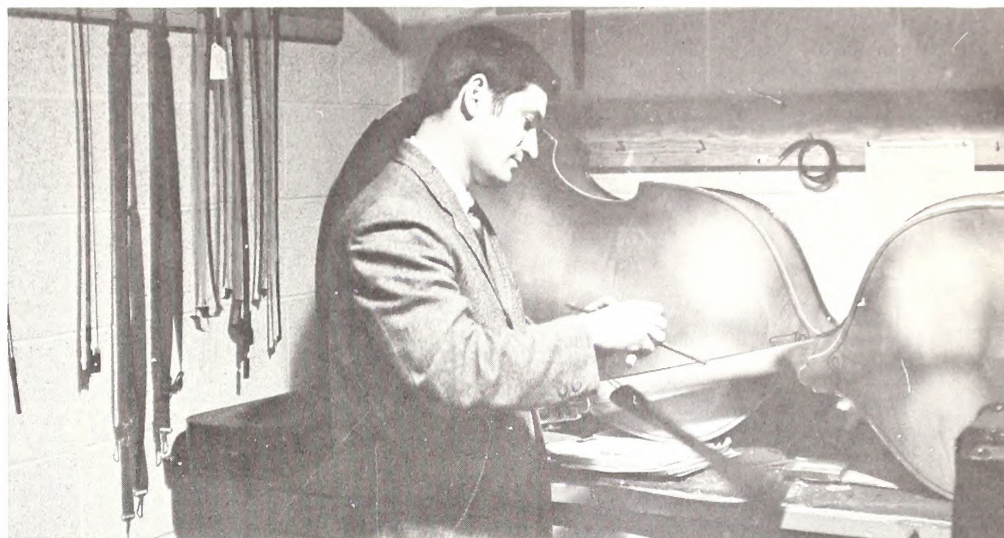
The students who will ultimately become members of Burlington's senior orchestra start early because it takes time to learn to play a stringed instrument. It also takes musical talent, and those invited to enter the program are screened through musical aptitude tests and by teacher observation.

The first year students in Burlington belong to the beginner's orchestra. (There are two others: intermediate and senior.) They receive music instruction twice a week from one of the program's two instructors who teach scales, bowing techniques, and shifting. After a year or two, depending on the progress, they enter the intermediate orchestra which meets three full class periods per week and has additional practice after school.

By the intermediate stage, students begin to study music theory. According to Corne, theory helps them to think "on" their instrument. Playing a stringed instrument demands something more than skill and intelligence. It requires a kind of sixth sense to feel the exact spot on the unmarked fingerboard that will produce a given sound. Students remain in the intermediate orchestra three to four years and advance to the senior orchestra by auditions.

The culmination of a student's studies and practice is the senior orchestra, which Corne considers "more exciting" in terms of performance. But all the orchestras perform, and each year is climaxed by an all-city concert

Like Sound of Strings



Teaching and conducting are only a part of the duties of Burlington's string director Joe Corne. At right he is shown in the music repair room where he fixes instruments and bows that are cracked, old, or in disrepair.



featuring the three groups—200 students from grade three on up. Performing is the vital part of the program. "The only reason for having a string program is to give students the opportunity to belong to an orchestra and give concerts," Corne said. All three groups also perform at Christmas, for school programs, and in small ensembles before civic organizations. The level of difficulty and the sophistication of the music progress with the orchestra as does the frequency of performances.

Senior orchestra members, most of whom are high school students, meet five days a week for practice and receive a half credit each year they are members of the orchestra. The group also rehearses after school and is joined by brass and woodwind players from

the band when the football season is over. If the time involved seems excessive, the students don't seem to think so. According to Corne, many are involved in other school activities such as athletics or dramatics.

Corne's program is strictly a low pressure one. Speaking of the beginners, he said, "As long as they behave and enjoy themselves, I don't care if they play bad notes. You never know when they'll develop into fine players." Many students, however, take their music quite seriously. Some receive private instruction at nearby colleges, and at least two or three Burlington seniors are awarded music scholarships every year.

"But turning out musicians isn't really our goal. This is something the students don't have to worry about.

They can enjoy the music, play it, and be proud, and they don't have to worry about failures," he said. The music aptitude tests pretty well rule out failures.

It takes about \$5,000, according to Corne, to set up a basic string program: buying the larger instruments, selecting a nominal music library, and outfitting a small workshop to repair the instruments. Students purchase the smaller instruments themselves—violins run about \$100 and come in various sizes depending on the student's hand and arm span.

Funds for the Burlington orchestra were of local origin. Corne feels that the program would not have been a success without the great enthusiasm and encouragement shown by local administrators.

The definition of the word humanities isn't easy to pin down because, like other abstract words, it triggers a different connotation from each person considering it. The traditionalist might imagine Greek sculpture, Boccaccio, or baroque sounds when discussing humanities. To the humanist, the word brings visions of humanity somehow brought closer to dignity, worth, and happiness.

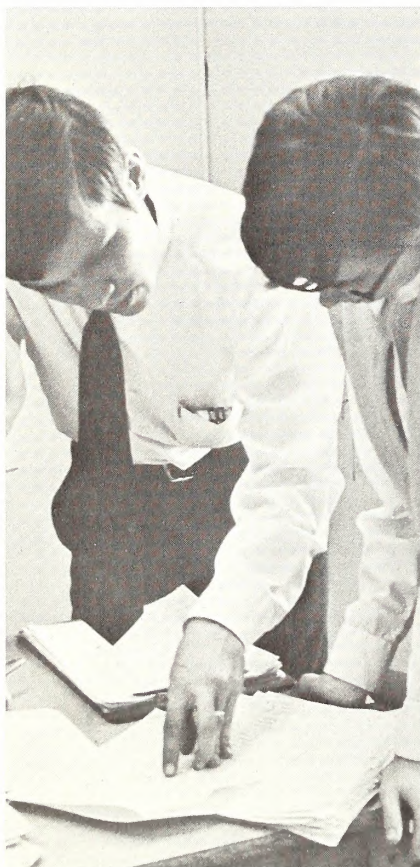
Educators have long debated the meaning of the word and its application to the classroom. Was humanities to become an additional element in the curriculum—a new study of literature, philosophy, history, and fine arts? Or would humanities mean a fresh approach in the existing curriculum?

Students in New Hanover County have been studying the humanities for three years. Definitions are still hard to come by, but the angle is distinctly humanistic. "We are not interested in

making, the groups did individual research on their questions and then presented their findings to the class in skits or panels. The group working on "Integration: Is It Right or Wrong?" invited a panel of teachers to discuss the issue with them before the class. The debate was lively, yet dignified, and drew visitors from other classes and grades. Student art work focused on the issues and turned the bleak trailer classroom into a colorful setting. Written work for the unit included reports on the progress of each group. Students took tests on new vocabulary and wrote essays and criticisms—not book reports—of magazine and newspaper articles and literature studied in connection with the issues.

"We recognized that with a thematic approach we would get criticism from those who would accuse us of neglecting content and skills," said Beaver. Many parents demanded assurance that

HUMANITIES: The New Hanover Approach



just adding new courses to the curriculum. Our concern is to humanize the existing curriculum," said Jerry Beaver, director of secondary instruction.

For Beaver, there are important things for students to learn besides facts. "The schools must accept the challenge of teaching attitudinal patterns," he said. Students, according to the enthusiastic young administrator, must learn to make value judgments—to distinguish between important and unimportant things. "And we must give them the tools to solve problems, to find answers when we don't even know what the questions will be in 10 years," he said. Above all else, Beaver hopes that students can develop an appreciation for life that will help them become happier human beings. "But what it all boils down to in the classroom," he said, "is a thematic approach to learning."

Two-hour, elective humanities blocks are now being offered in all the county's junior and senior high schools. The courses take the place of English and social studies, with students receiving one credit in each course replaced. The existing curriculum and the basal texts serve as catalysts for the courses. Extensive in-class libraries (costing an average of \$500 per year per class in local funds) and materials that were already available in the fields of art and music give depth to the classes.

Student involvement, however, is the basis for humanities in the New Hanover system. Teachers decide with their students what the class will study. Once a theme has been established for a unit, that theme can branch into any period of English or social studies—especially current events.

In the senior humanities course taught by John Harmon at John T. Hoggard High School, students read **Situation Ethics** by Joseph Fletcher at the beginning of the term. The class was split into 10 groups, each choosing a question on morals or philosophy from the text. In a unit on decision

humanities courses would give their children enough English grammar to make high scores on college entrance examinations. But Beaver noted that although teachers are given wide freedom in the courses, they are expected to include the functional communication skills.

Students are given ample opportunity to express their own feelings, to listen, and to learn how to think and express themselves logically in both written and oral forms. Instead of the usual grammar drills, they write sentences, paragraphs, or essays about their feelings. In one class the students stood silently and watched the flag. They then returned to class and wrote about whatever emotions they had experienced. In another class slides of battles were shown for comment. In some classes papers are returned with code numbers indicating errors (as an example, three might stand for a sentence fragment). Students must then find their own errors and correct them. "This kind of exercise is much more meaningful than traditional grammar," said Beaver.

In skill testing held at the beginning and the end of the school year, the humanities students scored as high or higher than students in traditional classes. Grading, Beaver notes, varies from class to class. In one class the students wrote their own progress reports. All the classes, according to Beaver, depend heavily on one-to-one evaluation.

The New Hanover school system prepared for their humanities program with two years of planning and discussion. Meetings, at first held every two weeks, became so popular that teachers often gathered in each other's homes to continue the heated debate of curriculum and instruction. Preparing teachers for the new courses was no problem, according to Beaver. "It was a matter of motivation," he said. Many teachers asked to be assigned the new courses. The effort has been one of team planning and cooperation



2

although there is no team teaching per se. Teachers of humanities, art, or music have planning periods scheduled at the same hour in order to help each another and to coordinate activities and materials.

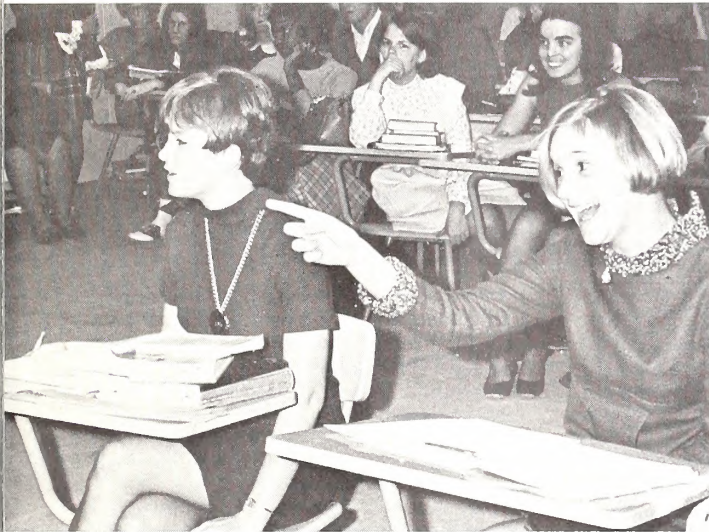
Occasionally two classes will be held simultaneously for special activities. While studying a Hemingway story, an eleventh grade humanities class invited their twelfth grade counterparts to serve as a jury while they staged a trial based on the incidents of the story. The twelfth grade class had not read the story and were dependent on the trial proceedings for knowledge of the content. Student initiation, planning, and involvement turned what could have been a dull literature lesson into an exciting morning. They learned a little about Hemingway, jurisprudence, acting, listening, and the joys of group effort—they enjoyed it tremendously.

In another class the sounds of psychedelic music bounced from the walls as students played chess, read books, and wrote papers. It might have looked like mayhem to an outsider, but to teacher Dennis Brandon the idea was communication. "We're learning the various media of communication including this music, which was a little beyond me until they explained it," he said. That day students met one by one with Brandon to discuss recently written essays. "I allow the loudness," Brandon said of the music, "because I don't want to destroy the mood of the class." After the students become familiar with various media of communication, Brandon plans to use art, music, and folk tales to illustrate periods and cultures.

"This kind of teaching demands dedication, imagination, and midnight oil," said Beaver. But he feels that the results are gratifying to both teachers and students. "Teachers are transferring some of the things they are doing in humanities to the other classes they teach, and the students are beginning to ask for more involvement in all their classes," he said.

Beaver feels that any course, even math and science, can be approached from a similar standpoint. "After all, humanities here is nothing new. It's just a fresh way of handling content and bringing it closer to the students," he said.

Nancy Jolly



3



4

While Dennis Brandon talks with individual students about recently written themes (1), other students in his class play chess (2), write papers, study, or read. One-to-one evaluation is the basis of grading in the New Hanover County humanities program. Counsel for the defense (3) raises a point in a courtroom enactment which took place at John T. Hoggard High School. In the back of the room is another class invited to act as jury. Student art work (4) about current issues decorates the walls of another class where a panel of teachers and students discuss "Integration: Is It Right or Wrong?"

Physical Education Coordinator Aids Teachers

Elementary school physical education programs in Greenville emphasize playing activities. The skills of soccer, basketball, football, and square dancing are isolated and turned into simple games. Children can develop these skills while enjoying a play-like activity suitable for their developmental level. Children are pictured with physical education coordinator Leland Allsbrook, Jr.



The need for training the body as well as the mind is generally recognized. There is often a gap, though, between recognizing this need and filling it in public school programs. "In the past the general consensus has been that only the most gifted in physical skills needed more than token attention," said Leland Allsbrook, Jr. As coordinator of the elementary school physical education program in the Greenville elementary schools, Allsbrook feels that physical skills, like reading and writing, must be taught early—that such training should be given equally to all students, not just to those headed for stardom on the high school playing fields.

The program Allsbrook directs is two years old and reaches 3,600 children in six elementary schools. He and two associates, one of whom is involved with the elementary program on a part-time basis, act as "helpers" to the Greenville elementary teachers. They are responsible for outlining a suitable physical education program, demonstrating its implementation to teachers, and meeting with each elementary class as often as possible to give on-the-spot encouragement and expert direction. There are many other such programs in the State; over 100 persons are employed in the area of physical education coordination. But according to Norman Leafe, supervisor of health and physical education for the State Department of Public Instruction, many more are needed.

"Most elementary teachers are trained

primarily for classroom work," he said. Leafe feels that the physical education coordinator can serve the teacher as an advisor. "We are realizing more and more that physical education and mental development go hand in hand," he said. According to Allsbrook, the old theory that children naturally like to play and are able to do so just isn't altogether true. "In the past it was often the case that the child who lagged behind in physical activities was either ignored or forced to run an extra lap around the track," he said. In Greenville no child is ignored, and extra laps are rewards, not punishment.

Emphasis in the Greenville program is not placed on actual games, but in progressing from simple movements and exercises to activities more closely related to actual games. "Young children don't fully enjoy an activity which requires too many complicated rules of play," Allsbrook said. For this reason Allsbrook isolates the basic movements of a game and turns them into playing activities. "This gives the child the joy of playing at something while allowing him to gradually develop the skill and coordination needed for a game with a complicated set of rules," he said. By the time the children reach the upper grades, he feels they are ready for the sport itself.

The games Greenville children play are based on soccer, basketball, football, and rhythms. The standard North Carolina physical fitness tests administered to elementary children have



shown the greatest physical weakness in arm and shoulder exercises. Activities are planned, therefore, to help overcome weaknesses in these areas. According to Allsbrook, most boys in elementary school don't want any part of dancing. "We call it rhythms, and they enjoy it tremendously," he said.

Allsbrook or one of his staff members visits each Greenville elementary class once every seven school days, and every class has a scheduled 30-minute physical education period each day. "With such limited time allotted to physical education, it is necessary for the teachers to do everything possible in what time they have; there is nothing magic about what we can do once every seven days," he said. To Allsbrook the foundation of a good program is an enthusiastic teacher, and he attributes excellent results to letting the teacher see how an expert goes about organizing a class and gaining the children's enthusiasm. "Once you get the interest of the children, then they really become involved and enjoy taking part in physical activities," he said.

Physical fitness tests are administered twice a year to all fourth, fifth, and sixth grade boys and girls in Greenville. The results have shown that the level of physical fitness has improved, according to Allsbrook. "I don't believe that we have worked with any class that had follow-up that we weren't amazed at the improvement in coordination and skills," he said. With skills becoming progressively more difficult during the year, results are easy to evaluate.

"Having people work with the children, and getting them excited about the possibilities of doing a lot with a little is the important thing," he said. To Allsbrook, people are more important to a good physical education program than extensive equipment. "Give a group of children a ball and a little guidance and you get excellent results," he said.

Generally, each school in Greenville has spent anywhere from \$20 to \$200 in equipment for records, balls, bats, etc., depending on the size of the school. Simplicity seems to be the key to equipment. "We spend hours trying to choose some piece of equipment that can be easily made or found so that every child in every classroom can have the same thing," he said.

To aid with the progression of the program, Allsbrook has written a curriculum handbook for the use of every teacher. "Each teacher in grade one through six can now see what activities are recommended, what activities should be taught, and what they can expect in terms of results. The program has progression, careful detail, and instructions on how to go about doing it," he said.

"But the important thing is for every child to take part and enjoy being a part of the activities."



NEWS BRIEFS

NEGRO HISTORY: A SUPPLEMENT

Copies of **The Negro in American History**, a supplement to 11th grade United States History, have been sent to all superintendents in the State. Prepared and distributed by the State Department of Public Instruction, the booklet contains extensive bibliographies, a content correlation paralleling the information presented in **Rise of the American Nation** (current text for 11th grade United States History), and a guide to instruction with teaching aims and objectives.

In the booklet's preface Nile F. Hunt, director of the Division of General Education, notes that "A cursory examination of the books listed in this supplement will reveal that there have been glaring omissions in the traditional study of American history. This publication attempts to compensate for some of these omissions."

Hunt also said that a well-planned utilization of the materials outlined in the supplement can lead to an understanding of the wide variety of viewpoints represented by various writers in the field of Negro history. "A proper study of history, we believe, will not ignore this diversity of views, nor the controversies that accompany them. On the other hand, the purpose of studying history is not to nourish controversy, but to promote understanding," he added in the preface.

Additional copies of the supplement may be obtained from the Division of Publications and Public Information, State Department of Public Instruction.

NORTH CAROLINA PROGRAMS CITED

Three North Carolina Title I ESEA programs providing valuable assistance to low-income children were cited "outstanding" in **Profiles in Quality Education**, a publication of the U. S. Department of Health, Education, and Welfare. State programs among the 150 Title I projects listed included a liaison teacher project in Cumberland County, an occupational training program in Nash County, and a bus counselor-school aide program in Onslow County.

Cumberland County's 21 liaison teachers, all certified teachers with a special interest in educationally deprived children, have focused their efforts on social rather than academic problems. Their concern is any problem that obstructs a child's ability to achieve a goal. They attempt to use the resources of the home, school, and community to help the child. These teachers visit homes, social agencies, and refer the child or his family to agencies for financial assistance, employment, medical and dental care, and vocational rehabilitation. During 1967-68 the project reached 23 public schools and 4,361 students.

The occupational training program in Nash County which serves 333 students is designed to provide students with the training to fill local employment needs. Surveys of employment requirements, pupil interests, and the results of student aptitude tests are used to determine the vocational courses to be offered in the five high schools attended by educationally deprived youth.

The bus counselor-school aide project in Onslow County serves 2,725 public and 40 nonpublic school students. Some 150 local women are employed full time as bus counselor-school aides, and about 50 percent of these women are from low-income families. Their duties include keeping order during bus travel, getting to know the children and their families, and locating and reporting any social or welfare problems. When they arrive at school, the bus counselors become school aides, clerical assistants, library aides, or cafeteria helpers.

SCIENCE SEMINARS SCHEDULED

Nearly 200 "Silver Symposia" will be staged throughout the nation in the spring to observe the 25th anniversary of the National Science Teachers Association. Eight science seminars for elementary and secondary teachers across the State will mark North Carolina's observance of the event. Chairman is Paul H. Taylor, science supervisor, State Department of Public Instruction; associate chairman is Dr. Paul B. Hounshell, UNC-Chapel Hill.

Location, directors, and tentative dates for the seminars are as follows: Appalachian State University, March 15, Dr. Larry Woodrow and Dr. George Miles; Central Cabarrus High School, April 18 and 19, Lynn Cagle; Charlotte, April 26, John Smith; Greensboro, April 19 or 26, Jerry Byrum; Kinston, April 18 and 19, Estelle McClees; Western Carolina University, April 19, Dr. Joseph Bassett; Wilmington College, April 26, Dr. Calvin Doss; Raleigh, April 26, Mrs. Betty J. Angell.

MISPRINTS IN NORTH CAROLINA PUBLIC SCHOOLS

Chairman of the State Board of Education W. Dallas Herring is a Presbyterian, not a Methodist as we stated in the February issue of **NCPS**. Indeed, he is an elder in the Presbyterian Church of the United States (Southern); past president, Men of the Wilmington Presbytery; and formerly a trustee of Flora Macdonald College.

Also in the February issue (page 14), in a list of schools receiving initial accreditation from the Southern Association of Colleges and Schools, the following elementary schools were omitted through a printing error: **Fayetteville City**: Glendale Acres and **Goldsboro City**: East End, Edgewood, Greenleaf, School Street, Virginia Street, Walnut Street, and William Street.

STATE SUPERINTENDENT HOSTS TV TALKS

"Let's Talk Public Schools with Craig Phillips," a four-part TV series on the UNCET network, is designed primarily for teachers, supervisors, and administrators. The programs are part of the "What's Happening in Education" series, formerly called "Methods for Modern Teachers." The first one was aired February 19 and was repeated on February 26.

On the three remaining programs various guests will talk with Dr. Phillips about such vital topics as service orientation of the State education agency; the roles of local school systems, boards of education, and citizenry; and an appraisal of what has been done in school legislation from February to May. Each remaining program will be aired at 3:30 P.M. as follows: March 19, repeat on March 26; and April 16, repeat April 23; and May 7, repeat May 14.

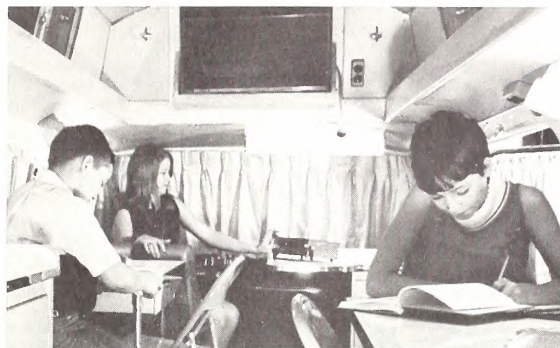
OPPORTUNITIES FOR ADVISERS

High school newspaper advisers are being offered summer study opportunities in journalism for the 11th year through the 1969 Newspaper Fund program, supported by **The Wall Street Journal**. Publications workshops, one and two weeks in length, will be held on 13 campuses. The programs, intended for inexperienced advisers, will concentrate on news fundamentals and techniques of producing high school newspapers. How to write effectively and how to teach others to write will be stressed at many of the workshops.

Grants cover tuition, and graduate credit can be earned in most instances. Requests for information should be sent to Thomas Engleman, Acting Director, Newspaper Fund, P. O. Box 300, Princeton, N. J. 08540.

Therapy on the Move

Barbara A. Hanners / Addison Neal Smith
Associate Supervisors of Speech and Hearing
State Department of Public Instruction



There are 235 speech and hearing therapists in North Carolina, and approximately 72,000 children with speech and hearing handicaps. Reaching these children has become one of the major concerns of the therapist. In most school systems the therapist spends much time and effort traveling the long distances that separate one school from another. And when the therapist does arrive at a school, often it is difficult, if not impossible, for school principals to provide a suitable room for speech and hearing therapy.

To meet these needs, many administrative units have found the mobile speech and hearing unit a wise investment. Onslow County was probably the first in the State to convert a 60-pupil school bus into a traveling classroom with a work desk, filing drawers, moveable table and chairs, carpeting, and portable equipment. Since the first mobile unit was used in 1965, two additional buses have been constructed.

Ideally, the space needed for speech and hearing therapy should be somewhat smaller than the average classroom, well lighted, with a chalk board, some storage space, and a table and chairs. Mobile units can be outfitted to meet these specifications, and in addition, they save the therapist much time in commuting from school to school. With a mobile unit the therapist can drive up to a school, plug in his power line, and set up shop quickly.

Previously, he spent much precious time transporting his equipment from car to classroom. The mobile units also provide a quiet, suitable atmosphere for therapy—they spark enthusiasm and interest from students eager to investigate something new and different.

Mobile units may be constructed from existing school buses or ordered from automobile companies. The unit used in Macon County was among the first and was designed by the speech and hearing therapist, Mrs. Evelyn Pangle. It was constructed with the help of two school maintenance men who turned the Wayne bus into a traveling classroom. (This Wayne design permits an adult to stand up along the sides of the bus as well as in the middle.) The unit has a tile floor, wood paneling, teacher's desk and chair, file and storage cabinets, bulletin and chalk boards, and a projection screen. Most of the equipment is stationary, permitting the unit to move from school to school with ease.

Chatham County uses a modified Ford van equipped with power steering and brakes and a roof-bubble which permits adults to stand upright. The Chatham unit, once parked, is operated by means of a power cord inserted into a modified wall outlet in the school being visited. Air conditioning, heating units, an audiometer, tape recorder, and various other pieces of equipment were installed. The interior was made to order from specifications devised by Chatham County school officials. The unit costs less than eight cents per mile to operate, and Mrs. Susan F. Stevenson, the therapist who operates it, says it is quite easy to drive.

She is very enthusiastic about its features and feels that the advantages far outweigh the inconvenience of limited space. "My students are more attentive in an easily controlled environment," she said. (The travel unit is less noisy than the average classroom.) Mrs. Stevenson feels that the unit causes her to be more efficient in the use of time and energy since therapy equipment is readily accessible. In addition, she saves about ten minutes at each school with the unit, or about an hour if six schools are visited.

Eleven mobile units are either presently in operation in the State or are expected to be delivered in the very near future. Each unit was purchased from a different manufacturer; thus, a variety of vehicles will soon be available for inspection by interested groups.

Although the advantages and disadvantages of the mobile unit are still being learned by administrators and therapists, many believe it to be a major answer to the therapist's needs. The units will enable them to give speech and hearing evaluation in rural areas on a more sophisticated level than was previously possible. And perhaps in the future, densely populated districts will be able to provide services for speech and hearing handicapped children by cooperative agreement. The mobile unit is only a partial solution to the problem of the therapist and the lack of facilities in rural schools; but with it, speech and hearing services are on the move.

STATE BOARD OF EDUCATION ACTIONS

The State Board of Education has applauded recommendations made by State Superintendent Craig Phillips which will involve more people in public school planning and decision making. The Board adopted a resolution urging civic, business, professional, and educational leaders throughout the State "to accept this challenge" as they are appointed to a Statewide ad hoc educational task force. Board Chairman Dallas Herring pointed out that such involvement was recommended by the Governor's Study Commission on the Public Schools.

Dr. Phillips said it is hoped that the Statewide committee of around 100 persons will spearhead development of regional and local educational councils to work with individual school systems and schools. Following up the Board's approval, the State superintendent on February 11 met with a group of citizens to plan a two-day conference involving the entire "committee of 100." This event will be held March 22-23 in Raleigh.

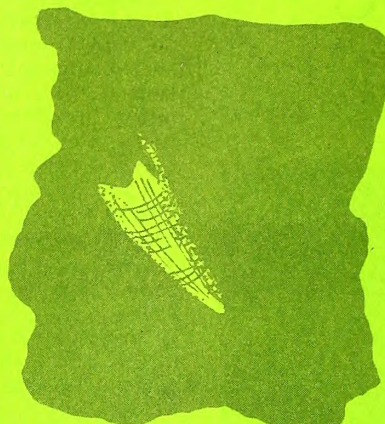
In other action at its February 6 meeting the State Board voted to seek legislation which would eliminate Board adoption, warehousing, and distribution of supplementary textbooks and instructional materials, making it possible for each administrative unit to purchase direct from publishers and jobbers. "Changes in the instructional program in the schools and the need for supplementary books and other materials for individualized instruction seem

to dictate a change in policies," it was pointed out. The Board believes that the limited jobbing services it can perform for library books is no longer needed and that the time spent by the professional staff of the Department of Public Instruction in "selecting, processing, and compiling a list of library books to be warehoused by the State could better be spent in other instructional efforts."

The Board entered into a new civil defense education contract with USOE which calls for an expanded program, including conferences and workshops for school administrators and the availability of the State civil defense education staff to help local superintendents, when requested, to coordinate school disaster plans with other emergency plans in the community—fire, civil defense, law enforcement, etc. George Maddrey, who heads the State CDE staff, said emphasis will continue on three special courses: "Living in the Nuclear Age," for seniors and adults in the community; and "Radiological Monitor Training" and "Shelter Management Training," both for adults over 18 years of age.

Mrs. Eldiweiss F. Lockey, who represents the fourth educational district on the State Board of Education, was named to the Board of Directors of the Learning Institute of North Carolina. Dr. Richard Ray, LINC director, and Dr. Perry Kelly, head of Western Carolina University's art department, were appointed to the ESEA Title III State Advisory Council.

Students Sleuthing at Old Dock



Mrs. Sondra Ward's sixth graders in Old Dock have kept their eyes to the ground since they discovered that many of the ordinary looking objects to be found there are ancient relics. Last fall, as an outgrowth of units in social studies and science, the class collected tiny bits of bones and fossils that are found in abundance in the Old Dock area.

A boxful of rather common-looking items were gathered from treks to old graveyards, freshly-plowed fields, river banks, backyards, and nearby "bar pits," the gravel holes where the highway division has taken great quantities of soil for construction projects.

(The name "bar" is derived from "borrow." People in the area "borrowed" sand from the pits when they needed it for building or filling projects.)

The items were sorted, and eight were chosen by the class to be sent to the Smithsonian Institute in Washington, D.C., for identification. A month later a package arrived at Old Dock School, and with the items returned were expert identifications from the museum. One of the items is a broken flint point, Early Woodland Age (100-350 A.D.); and another arrow point is of the Early Archaic Period (3000-1000 B.C.). Another seemingly insignificant object turned out to be the finger of a

stone crab, probably 26 million years old, and still another stone-like substance was identified as a shark tooth at least 26 million years old. The students' most startling discovery was another shark tooth—this one related to the mackerel—reported to be 65 million years old.

The Old Dock community, through which the Waccamaw River runs, seems to be a rich reserve for prehistoric artifacts as attested by the ease with which Mrs. Ward's students made their discoveries. It may be, however, that many of the State's "bar" pits and backyards are strewn with relics just waiting to be discovered.



attorney general rules

(For complete copies of rulings, send your request to SDPI Division of Publications and Public Information. Please give date of ruling and title.)

Liability of Board of Education and Employees for Injuries Sustained by Children Arriving at School Prior to Formal Opening Each Morning of Said School, January 6, 1969

"You asked to be advised whether either the teachers employed by the board of education . . . or the board is liable for the safety of children arriving at school prior to 7:00 A.M.

" . . . the teachers arrive at the school at approximately 7:30 A.M. The children who arrive earlier are not transported to school in busses but are brought by parents on their way to work. The school janitor permits the children to go into the school building

without the supervision of any school employee until 7:30 A.M.

"A teacher in the public schools is liable for injury to pupils in his charge caused by his negligence or failure to exercise reasonable care However, in the situation referred to by you, since the teacher is not required to be in attendance at school until 7:30 A.M., he should not be held responsible for the safety of the pupils in his charge who arrive prior to his required time of appearance.

"The board, 'unless it has waived immunity from tort liability, as authorized in G. S. 115-53, is not liable in a tort action or proceeding involving a tort except such liability as may be established under our Tort Claims Act.' G. S. 143-291 through 143-300.1. *FIELDS v BOARD OF EDUCATION*, 251 N. C. 699, 700. Assuming that the

board has not waived immunity by the purchase of liability insurance, the board may not be held liable at common law for negligence in the situation under discussion. However, the board's immunity from tort liability does not extend to its employees. Although the question was not specifically raised, the janitor may be individually liable for his negligence in allowing these children entry into the school building prior to the official beginning of the school day.

"In conclusion, the safety of the child is of primary importance regardless of who is or is not liable for injuries which could have been prevented by proper supervision. Therefore, the practice of allowing children entrance to school property at any time without proper supervision should be discontinued."

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VOLUME 33 / NUMBER 8 / APRIL 1969

NORTH CAROLINA PUBLIC SCHOOLS

COVER

Pleides in Taurus, by permission of Mount Wilson and Palomar Observatories. A number of school-linked observatories are operating in North Carolina: in Charlotte-Mecklenburg at the Charlotte Nature Museum and Planetarium, in Cabarrus County at Central Cabarrus High School in Concord, in Salisbury at the Supplementary Education Center, and in Robeson County at the Educational Resource Center in Lumberton. Story on the Robeson County facility begins on page four.

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Official Publication issued monthly, except June, July, and August, by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh.
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From the Superintendent of Public Instruction...

The challenges facing North Carolina's General Assembly are immense. Finding the funds to fulfill the educational needs of our children—which includes bringing the State's school system in line with other states and into competition with business and industry—is only one of them. The competition for tax dollars is keener than it has been during any previous period of our history. During the next 60 days these decision makers—our legislators—must determine which of the appropriations being asked of them will do the most to move North Carolina into the mainstream of progress, benefitting the largest number of citizens.

We have found these decision makers willing listeners as the State education agency and others in the profession appear before them to discuss the needs. We are furnishing statistics and other data based on experiences of the past and studies indicating future trends. We are identifying priorities in the Report of the Governor's Study Commission and reviewing provisions in the State Board of Education's B budget requests, which are designed to meet these priorities. We are drafting, and will have introduced, various legislative bills calling for improved programs and needed changes in our educational system.

However, the voice of the educational profession is only **ONE** voice. In the final analysis, the voice of local decision makers "back home" and that of Mr. and Mrs. Average Tar Heel will have the greatest impact on these State-level decision makers. And, thus far, our contacts with members of the General Assembly indicate these decision makers are hearing more about keeping taxes down than they are hearing about the need for good schools.

The future of our State is our children; its progress depends in great measure upon the educational opportunities afforded our children today. Most North Carolinians realize this, but not until we, the professional edu-

cators, interpret the needs of our schools to every citizen—from the mountains to the coast and in every walk of life—will these citizens add their voices to ours on behalf of public education.

It was this realization which resulted in a meeting several weeks ago of lay leaders from every section of the State. Meeting as a task force for education, these citizens gave a weekend from their busy lives to review the Commission's recommendations to improve our schools, to determine goals for the immediate future, and to discuss ways of involving the citizenry of North Carolina in offering educational opportunities for our youth which will match the demands of the times.

These concerned citizens have made a good start. They need your active support. They need the help of all of us in the profession, both as individuals and as groups—our professional organizations, the United Forces for Education, our parent-teacher groups, school board associations, etc. We must **ALL** join in this effort to interpret the needs of our children to those—at local and State levels—who are making the decisions.

New Vocational Education Legislation Enacted

A. G. Bullard / State Director of Vocational Education

On October 16, 1968, President Johnson signed into law the Vocational Education Amendments of 1968 (P. L. 90-576)—legislation that may have far-reaching effects on vocational education in terms of funding and program expansion. This legislation is a response to the ever changing and increasingly complex problem of providing all citizens with genuine opportunities for vocational education.

Title I of the amendments states its purposes: (a) to authorize federal grants to states, assisting them in maintaining, extending, and improving existing vocational education programs; (b) to develop new, imaginative programs; and (c) to provide part-time employment for youth who need the earnings from such employment to continue their vocational training on a full-time basis.

The programs will serve persons of all ages in all communities of the nation. People to be helped include those in high school, those who have completed or discontinued their formal education and want to re-enter the labor market; those who are already working, but need to upgrade their skills or learn new ones; those with special handicaps, and those students attending post-secondary schools. In terms of program expansion, several specific areas have been given priority status for funding under the Act. Among these are support for new and expanded programs for socio-economically disadvantaged and physically handicapped persons.

In pursuit of these goals, \$565 million has been authorized for allotments to the states for the fiscal year ending June 30, 1970. The amount will increase yearly to 1972, when the appropriation will be \$675 million. For the succeeding years the amount will level off at \$565 million. Ninety percent of this amount is to be used for vocational educational programs and ten percent for research and training in vocational education. North Carolina can anticipate an increase of more than double the amount of federal funds being received in the State at the present time—\$8,569,019 this year. An additional \$40 million per year is authorized specifically for the vocational education of persons "who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program." The funds will be channeled into communities which have a high concentration of dropouts and unemployed youth.

Initiation of staff leadership and professional development programs is encouraged through allocation of funds for training and development institutes. The ten percent of the appropriations available for research and training may be used for research in vocational education; training programs to familiarize persons involved in vocational education with research findings; experimental, developmental, and pilot programs resulting from research findings; demonstration and dissemination projects; and developing and identifying new careers.

Provisions are made in the bill for exemplary programs and projects "to stimulate, through federal financial support, new ways to create a bridge between school and earning a living for young people." To carry out these provisions, an appropriation of \$57.5 million has been authorized for the year ending June 30, 1970, and \$74 million for the following two years. These funds may be used for planning, establishing, operating, and evaluating projects such as providing students with work experience during the school year or summer, intensive occupational guidance during the last years of school, broadening or improving curriculums, and familiarizing elementary and secondary school students with occupations for which special skills are required. Financial assistance for exemplary programs may not exceed a period of three years.

A unique feature of this Act is that of residential vocational education schools. This program will demonstrate the feasibility and desirability of residential schools for youths 15 to 21 years

of age who need full-time study on a residential basis to derive the greatest benefit from such education. Grants are available to State agencies, colleges, and universities to reduce the cost of borrowing funds for the construction of such schools.

Another area under the new Act to benefit from additional funds will be vocational education in cooperation with local business and industry. Funds have been earmarked to cover the costs of project coordination and instruction, reimbursement of employers for certain expenses, and other unusual student costs.

The After-School Work-Study Program has also been re-authorized through June 1970. Any funds appropriated for this program will be used to pay vocational education students for work performed in public, nonprofit institutions.

Consumer and homemaking education has been stressed in the Act, with at least one-third of the federal funds for this purpose to be used for consumer programs in economically depressed areas. The intent of the program will be to develop more discriminating consumers and to help improve home environments and the quality of family life.

As a means of strengthening the overall program of vocational education, "each State is required to establish a State Advisory Council which shall be appointed by the Governor." The members will be a cross-section of the public including representatives of local school systems, manpower and vocational education agencies, persons with professional competence in dealing with the handicapped, representatives of the public including the poor and disadvantaged, and representatives of community colleges, technical institutes, and other institutions of higher education. The functions of the Council will be to advise the State Board of Education and to review and evaluate programs implemented under this bill.

The Vocational Education Amendments of 1968 also authorize the provision of "appropriate assistance to State and local educational agencies in the development of curriculums for new and changing occupations." Provisions are also made for training and development programs for vocational education personnel. Vocational educators may spend up to three years in full-time advanced study of vocational education, and there may be exchanges of personnel between vocational education programs and other public or private institutions to upgrade the competency of teachers. In-service teacher education and short-term institutes may also be provided.

Implications

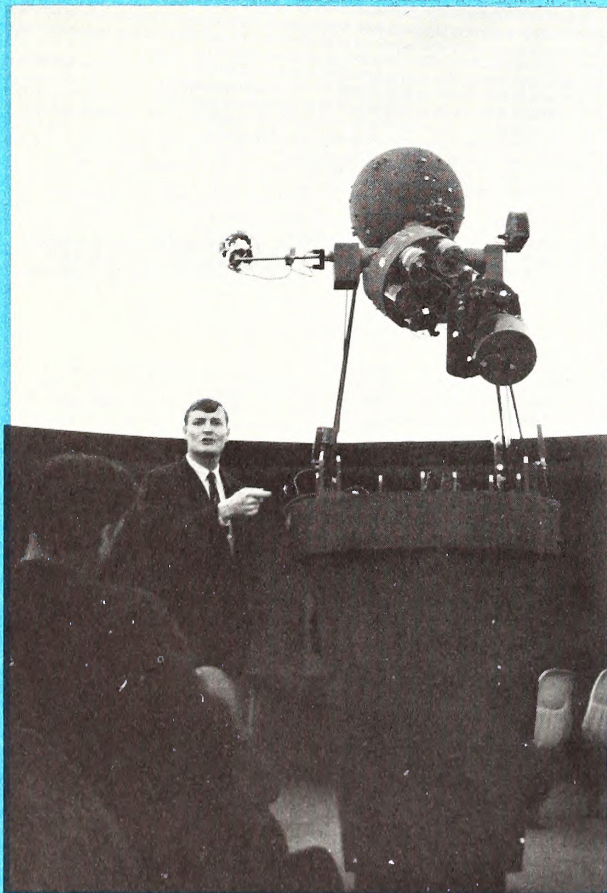
As an outgrowth of the Vocational Education Amendments of 1968, substantial increases in Federal funds MAY occur within the next few years. More detailed planning, programming, and budgeting will be required, and program priorities must reflect changes in the labor market demands with emphasis on programs for disadvantaged youth and adults.

More attention must be given to evaluation, especially the quantity and quality of our "output." And there must be more involvement of citizens in the evaluation and planning of vocational education programs. Expanded and improved curriculum development activities should grow out of the bill as well as accelerated pre-service and in-service training programs for personnel—teachers, supervisors, and administrators.

There may be changes in policies for the allocation of resources and a reorganization of State divisions of vocational education. More adequate "cross-walks" should be built between divisions of vocational education and other agencies involved in manpower development. Improved vocational guidance and counseling services, including placement of graduates and dropouts, should be developed. More emphasis will probably be placed on programs which couple institutional training and work experience.

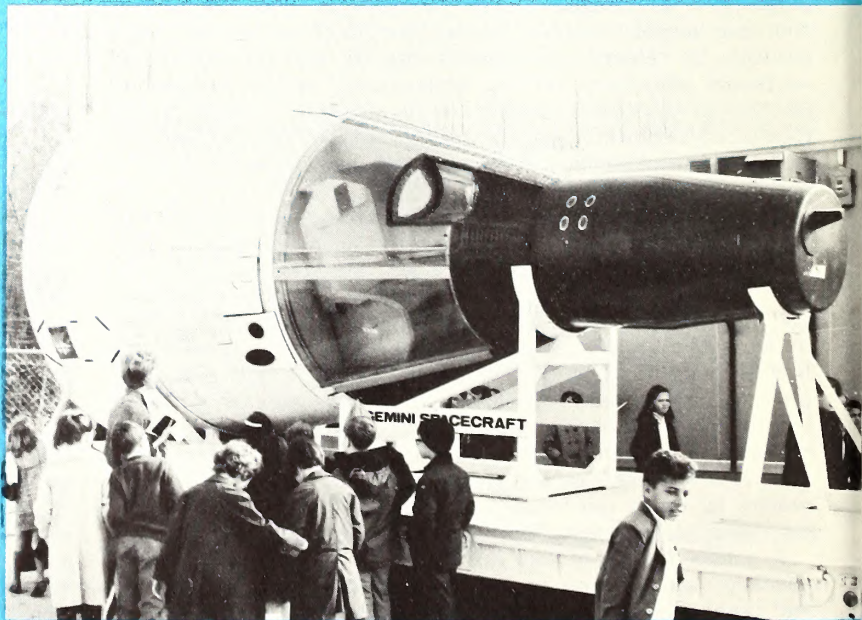
“Doorway to the Heavens”

No Metaphor in Robeson County



Planetarium Director James A. Hooks is shown at left with the Resource Center's Spitz A3P, an instrument that projects heavenly bodies on the dome of the planetarium chamber.

Children view the full-scale model of the Gemini Spacecraft below, donated to the center by NASA.



That old cliché about this or that aspect of the curriculum opening doors for students isn't as trite as it sounds—not when it's applied to Robeson County. Education there has taken on new meaning lately. You could even say that the doorway to the heavens has opened, and you wouldn't be exaggerating.

The source of all the attention is the county's recently opened Educational Resource Center. The facility is a fine one according to Dr. John M. Goode, Coordinator of Title III, ESEA, Division of Federal-State Relations, State Department of Public Instruction. "The center has the potential for making a tremendous impact on the Robeson County schools," he said.

One of the center's proudest features is a planetarium chamber complete with an instrument called a Spitz A3P that looks like it's ready to be propelled into lunar orbit. Actually it projects heavenly bodies on a dome thirty feet in diameter.

And that isn't all. The center also serves as a media warehouse and a curriculum library; it boasts a demonstration classroom and a lush display area that will house anything from ancient relics to student art. In short, Robeson County's new Resource Center is a showplace.

The center is funded under ESEA Title III, with additional funds derived from local, State, and Title I sources. It is located near the geographic center of the county and serves the six school administrative units located in the county—a total of 26,500 children in fifty public and several private schools. The center is under the direction of David L. Whitfield. It is administered by a nine-member advisory committee made up of professional personnel appointed by the boards of education of the participating school units.

Construction of the planetarium was made possible with local funds. Its chamber is equipped with seventy-four reclining seats and can hold two classes at the same time. Before students are brought to the planetarium, they are visited by Thomas Locklear, planetarium assistant, who orients them to

the program they will see and attempts to interest them in space science.

The presentation given at the planetarium is no stage show. James A. Hooks, planetarium director, calls it "a laboratory experiment evolving from classroom study and a prescribed curriculum in space science and other related subjects." Students are introduced to a night-time sky they've never seen before—one without the distortion caused by smog and city lights. An excellent sound system makes music go hand in hand with astronomy, mythology, space science, geometry, and geography. Hooks teaches four classes, or approximately 250 students per day. Since its opening in January, over 7,000 students have visited the planetarium. In addition, two nights a week are reserved for adult groups and the general public.

Correlated with the planetarium is a full-scale model of the Gemini spacecraft provided by the National Aeronautics and Space Administration (NASA). The spacecraft is located outside the building and has been visited by more than 10,000 people.

An equally important function of the Resource Center is the dissemination of instructional media. The building houses a collection of nearly 1,000 16mm educational films that may be booked to schools on a weekly basis. The films are distributed to schools in the six member units by two panel trucks. Transparencies, selected filmstrips, tapes, media kits, and various models may also be requested from the media center. Work areas are also provided for teacher production of teaching materials, and facilities are available for laminating, dry mounting, picture lifting, darkroom production, thermal and diazo transparency production, tape duplication, and video tape recording. Teacher workshops are regularly scheduled to assure the best utilization of these tools.

Another area of interest in the Resource Center is the extensive curriculum library which houses professional books of interest to teachers and administrators as well as copies of all books listed on supplementary book

lists. The library has been used by numerous teachers interested in professional improvement—many sources are available to aid them with graduate courses and in-service training programs. When requested beforehand, books may be delivered in one of the center's trucks.

The Resource Center's demonstration classroom has one-way glass observation rooms in the rear to provide uninterrupted observation. Prospective teachers may visit to observe classes conducted by veteran teachers. Classes are also planned in conjunction with team-teaching concepts and the proper utilization of student teachers.

In addition, the classroom is used for in-service training about two nights a week, and classes in audiovisual instruction, kindergarten education, and elementary reading have also been conducted. A junior high school workshop and other in-service programs are being scheduled. French classes taught there have been video taped to be used in forthcoming foreign language workshops. The room has seen further service as a meeting place for various groups including teachers, principals, and supervisors.

The center's display area, a carpeted, walk-through maze of four rooms, is a popular spot with students. The rooms are suitable for exhibiting many types of displays. To date, it has been used for book exhibits, displays of astronomy, space science, oceanography, and meteorology. The North Carolina Museum of Natural History recently loaned the center several stuffed animals and birds native to the State for students to study. Future plans include exhibits of the work of art festival and science fair winners.

One of the most important aspects of the Resource Center to Y. H. Allen, superintendent of Robeson County Schools, is the cooperative manner in which the six school administrative units have shared in the planning and utilization of the project. He feels that many educational projects could well lend themselves to such cooperation and benefit from the sharing of services and facilities.

SCHOOL AIDES ALSO SERVE AS BUS COUNSELORS



Educators in Onslow County have found one solution to the overwhelming problems of school transportation. They have put adult counselors on as many buses as their ESEA Title I funds will allow. Mrs. Nelly Witherow maintains order like a pro.

The orange school bus, lumbering down the highway with a heavy load of children, is a familiar sight to everyone. Most of us take that bus for granted, and some people even get a little irritated when they must stop for the flashing lights and wait as each small child scampers across the road.

But the school bus we take for granted is a potential hazard. Children being children, they sometimes get out of hand on the buses as well as off them. In one out-of-state accident, several children were killed when a train collided with a school bus. The driver had stopped the bus at the railroad crossing, opened the doors, and complied with safety procedures on all points. He later said that he might have heard the train—if the children had not been so noisy.

Educators in Onslow County have found one solution to the problem of safety in school transportation. They have put adult bus counselors on as many buses as their ESEA Title I funds will allow. And they've killed another bird with the same stone. When the counselors climb off the buses at school each morning, they become school aides, scattering to classrooms, health rooms, libraries, and offices.

The brain child of J. Paul Tyndall, superintendent of Onslow County schools, the bus counselor-school aide program began in the spring of 1966. According to Tyndall, the potential for danger in school transportation was reaching nightmarish proportions in Onslow County three years ago. In addition to the problems encountered by other school systems, there were numerous difficulties peculiar to Onslow County alone.

Foremost was the extreme traffic hazard. Thousands of military and civilian personnel commute to and from Camp Lejeune Marine Base during the same hours and over the same inadequate roads that serve the school buses. Onslow County's 129 school buses were transporting more than 9,000 pupils a total of 8,913 miles each day. Forty-four of the buses had routes that required more than two hours of travel daily, and many of them were overcrowded.

The passengers on the buses were another problem. Onslow County contains one of the world's largest Marine bases and has children from all over the nation and many foreign countries. To compound the problem, racial integration was increasing rapidly in 1966. "Extremists on both sides were, perhaps unwittingly, teaching children prejudice and hatred," said Tyndall. As he pondered the problem, he could see no situation more conducive to outbursts of trouble than an overcrowded school bus with only a youthful driver or a teen-age monitor supervising.

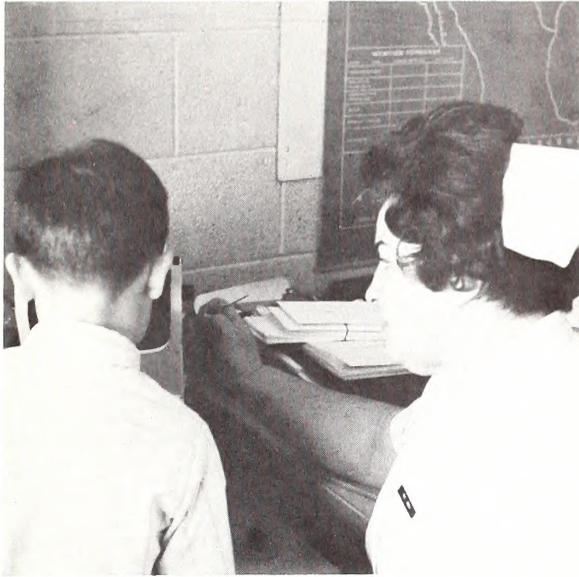
As Tyndall and his staff studied the total school program, considering how best to utilize ESEA Title I funds, they decided to develop some plan to alleviate, as far as possible, some of their transportation problems. And thus the bus counselor-school aide program was born—the only such program in the State. (In many other counties responsible high school students are employed as bus monitors to help drivers maintain order.)

As the objectives for the program emerged, no rationalization was required to defend Tyndall's transportation proposal. The project listed as its objective the improvement of social attitudes and behaviors. It seemed obvious that the proposal would enable large numbers of pupils to arrive at school each day in safety and with even tempers rather than frayed nerves.

Tyndall decided to kill yet another bird with the much-used stone. It was determined that, as far as possible, the aides hired would be women from economically deprived families—neighbors of the children with whom they would ride. The women were selected by local committees in each community composed of the school principal, two or more members of his advisory committee, and two or more lay persons representing the community at large. (This year a total of 123 bus counselors served the County's 14 Title I schools.)

When the program was initiated in March of 1966, about 100 women were hired. Their training was carried out on the job. The following summer a training program was initiated for the bus counselor-school aides and other aides who did not serve as bus counselors. All those who had worked during the spring were required to attend the training.

The training program has been offered each summer since 1966; the 30 hours of class work include child behavior, the use



The bus counselors become school aides when the buses arrive at school each day. Mrs. Alvaretta Rush (at left), a registered nurse, mans the health room at Blue Creek Elementary School. Teacher aide Barbara Hubal (shown at left in the photo above) really came in handy when Miss Fran Allred, a teacher at Blue Creek, was injured.

of audiovisual equipment, maintaining school records, first aid, and bus safety. There were 400 trainees that first summer; since that time only new applicants have been required to attend. Every person employed in the program must re-apply each fall; rehiring is at the discretion of the principals.

Onslow County's bus counselor-school aides have a long day. Many of them are on duty as early as 6:30 a.m. if they ride a bus with a long route. Each of them carries a first aid kit with her every day, but, to date, the kits have been used only for minor injuries such as scratches and bruises.

According to retired Marine Major Frank P. Stivers, Jr., who heads the program as director-coordinator of bus counselors, Onslow County averaged approximately one serious bus accident per month prior to the Title I program. Stivers defined a serious accident as one in which an injury takes place. Since the program began in 1966 the county has averaged just one such injury per year. An amazing improvement, according to Stivers. Discipline is one factor in reducing accidents, but, as Stivers noted, "the counselors might be having an effect on the bus drivers as well."

Once the bus counselors arrive at school, their duties are much like other aides. They become health room, library, classroom, and custodial aides, or cafeteria and office workers. Principals and teachers in Onslow County contend that the women's effectiveness as aides is much increased through close association with the students on the buses.

The women are a diverse group and come from many backgrounds, according to Onslow's ESEA Director Allen Trader. Their education ranges from an eighth grade diploma to a college degree. Several with college backgrounds have been lost to the program when they returned to school to complete their teaching requirements or became substitute teachers. The principals prefer women with children of their own, women willing to work, and women who are neat. Personal references are also required of the applicants. Of the total, about 50 percent are from "low-income" families—this means \$2,000 a year or less.

All the principals in the 14 schools taking part in the program have been "tickled to death" with it, according to Trader. A poll of children and bus drivers served showed their attitude was one of appreciation. Ninety-seven percent of the bus drivers reported that the children's behavior showed definite improvement with a counselor on the bus.

Edmund Rublein, principal of Blue Creek Elementary School, beams with pride when speaking of his counselor-aides. (He's especially proud of Mrs. Alvaretta Rush, a registered nurse who likes children, mans the health room, and couldn't be more delighted with her job.) Rublein has taken the transportation system at his school a step further. He's equipped his six buses with two-way radios connected to a central receiver at the school and one at the county bus headquarters. (He raised the funds with cookie sales and other school projects.) "We haven't had to use the radios for any serious situations yet," he said. But he noted that they "come in mighty handy" when a child manages to get on the wrong bus. The counselor can radio the principal who, in turn, calls the parents to tell them that their child will be late. He can also radio another bus to meet the one with the lost child and thereby save everybody the trouble of returning to school to get the child on the right bus.

Rublein recalled that once when a family's dog was inadvertently killed by a school bus, an immediate telephone call from the principal (alerted by radio) did much to soothe the situation. His next addition to Blue Creek's bus system will be a homemade weather station installed right at the school. He will use it to give his drivers up-to-the-minute weather information.

Onslow officials are solidly behind their bus counselor-school aide program. "It is not a panacea for all evils, but to any educational system with problems similar to those of Onslow County, it is worth considering as a permanent rather than a temporary program," said Superintendent Tyndall. He noted that schools not qualifying for ESEA funds need the counselor program just as badly as the qualifying schools.

Mrs. Peter Witt is a teacher aide. But when her typing chores are completed, she turns into a one-woman cultural enrichment program at Lockhart Elementary School in Knightdale. A tall, attractive German woman, Mrs. Witt has been employed at Lockhart School under ESEA Title I since last fall. She spends part of her day typing spirit masters, shepherding children from classroom to library or lunchroom, assisting with various classroom duties, adjusting small mittens, wiping little noses, and generally fulfilling the usual teacher aide assignments.

But when these duties are completed, Mrs. Witt takes on another role. She teaches French and German to first and second graders; she has introduced a form of eurythmics (harmonious, expressive movement in response to music) at the school; and, to add icing to the cake, she has arranged for several well-known artists to give concerts at Lockhart School.

Mrs. Witt's credentials are impressive. Multilingual, she was born in Frankfurt, Germany, and has been granted citizenship in three countries: England, Switzerland, and the United States. She and her family were forced to flee to England from Germany during the Nazi period and Mrs. Witt continued her education at St. Paul's Girls' School and London University, where she received a B.A. with honors. She did further work at Oxford University. She taught English at the Vocational College for Girls in Berne, Switzerland, and French at Syracuse University and Cazenovia College in New York. Dr. Peter Witt, her husband, is director of research for the North Carolina Department of Mental Health.

Mrs. Witt could easily qualify for a number of other occupations—any one of which would compensate her far more than the job of teacher aide. But she has chosen to channel her talents

where she feels they are most needed. And Lockhart School is the lucky recipient. "I had been concerned about education for a long time—wondering what to do—when last summer, I read a book called **Our Children Are Dying** describing Elliott Shapiro's work as principal at Harlem's P.S. 192. I thought and talked about this a great deal, and I realized that I wanted to devote some of my energy and skills to doing a small part of a large job that needs urgently to be done at this time in this country," she said.

"Luckily for me I found exactly what I was looking for at my own back door," she continued. Mrs. Witt found Lockhart. With 70 percent of its students from low-income families, it qualifies for an ESEA Title I program. Mrs. Witt's aspirations were to bring "a few extras" to children labelled as educationally, culturally, and economically depressed. Luckily for Lockhart, Mrs. Witt has been backed to the hilt by E. F. Rayford, principal, a veteran educator with 37 years of experience, exceptional charm, and the foresight to recognize Mrs. Witt's talents. "Because of her background, I was somewhat surprised when she applied for a teacher aide position," he said. (The average salary is \$300 a month.) Rayford believes, however, that Mrs. Witt would have worked for nothing. "The important thing to her is the children," he said.

The children in Mrs. Witt's language classes are amazing. The small first and second graders greet her early-morning visits with a rousing "Guten Morgen, Frau Witt" or a "Bon jour" and happy smiles. She holds four 15-minute classes each day: two first grades and two second grades. "The children are at their best very early in the morning, so that's when we have language," she said. She has supplied the materials for the courses herself:

Lockhart School in Knightdale has its own cultural enrichment program, a one-woman effort on the part of Mrs. Peter Witt, an ESEA Title I teacher aide. In addition to her teacher-aide duties, Mrs. Witt teaches French, German, and dancing. And through Mrs. Witt's efforts, children at Lockhart School have also enjoyed "live" concerts performed by visiting artists.

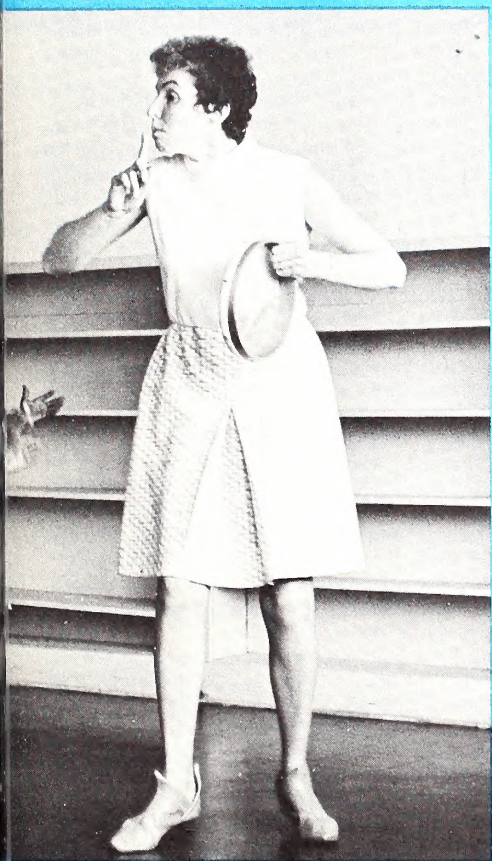


LOCKHART'S FA

NS



GODMOTHER: S. PETER WITT



a series of records suitable for small children, featuring visits to the doctor, school, zoo, etc.

After a brief round of greetings, Mrs. Witt plays the daily lesson, and the children repeat the phrases spoken on the record. Mrs. Witt then leads the class in a spirited discussion, in French or German, of the activities presented to make sure that everyone knows what the lesson was all about. The children react with pantomime and delighted giggles as she points to each with a phrase or question.

Principal Rayford hopes that the students studying French will be able to continue their lessons through the eighth grade. Both feel that teaching machines could be utilized to make the language classes more widely available at Lockhart School. And both contend that even if the classes are not continued from year to year, the children will benefit from early exposure. "You can imprint them with things at this age that they won't ever forget," Mrs. Witt said. "And for those who will have French or German later on, the bells will ring," she added.

The music classes taught by Mrs. Witt are equally interesting. She leads the children about the room to the sounds of light classical music, and they follow her, tapping simple musical instruments, making graceful, sweeping movements, small hops, and wiggles. The method Mrs. Witt uses, called Dalcroze, is a means of developing artistic expression through response to music. "The most essential point is that it isn't rigid," she said. Dancing in unison, the children move freely, fantasizing thoughts and then acting them out on the spot. "They love the sounds of the percussion instruments used, and their rhythm, ah . . . it is tremendous!" she said.

As if dancing and language weren't enough, Mrs. Witt has introduced fine art and concert music to Lockhart School. She sparked the students interest in art by bringing a small sculpture of a llama and a simple oil painting for them to examine and study. The children enjoyed the experience tremendously, wrote stories about the pieces, and applied their thoughts to their dancing. Mrs. Witt has since brought other art objects herself and asked friends to loan them.

As for concerts—the students at Lockhart don't bat an eye at the mention of Bach or Mozart. Mrs. Witt has been providing them with a feast of great music performed by well-known artists at the school. "It just took a little imagination and courage," she said of the three concerts she has arranged to date. Rostislav Dubinsky, first violinist with Borodin Quartet was the most recent to perform. According to Principal Rayford, Dubinsky was quite a hit with the children. "He was

quite informal—wore a turtleneck sweater—and urged them to call him Rosty," he said. They did, addressing all their thank-you letters "Dear Rosty."

At another Lockhart concert Veronika Jochum von Moltke, a pianist, played the day after she performed at the N.C. Museum of Art. The first and second graders sang a thank-you song in German. And then there was Raleigh soprano Maria Harder who gave a recital, joined by Mrs. Witt at one point. "Oh, there were tears in the eyes of some German ladies in the audience," said Mrs. Witt.

Mrs. Witt's latest project for Lockhart School is a grand piano. The up-rights at the school would make even a non musician flinch. To raise the funds, Mrs. Witt began the Lockhart School Good Will Fund a few months ago. To date, she has raised more than \$700—almost \$200 at a Family Fun Night held at the school. She has also canvassed her friends and has had the courage to send clippings and information about the school to famous people in an effort to gain their support. She's succeeded, too. The school received \$100 from Yehudi and Hephzibah Menuhin, and he wrote that one day he would visit the school himself to play for the students. A letter to Julia Child, another favorite of Mrs. Witt's, was answered with several autographed stickers to be placed in Mrs. Child's cookbooks. Mrs. Witt managed to raise \$25 by selling them. With Mrs. Witt's ingenuity, it probably won't be long before that grand is delivered to Lockhart.

The one-woman effort is already beginning to grow in personnel. Two of Mrs. Witt's friends are working, on a volunteer basis, with slow groups at the school, and recent newspaper publicity brought additional offers.

"I've wanted something like this for 37 years," said Principal Rayford of Mrs. Witt. She plans to return next year, and Rayford's only fear is that another school might try to steal her. She allayed that fear, for according to Mrs. Witt, Lockhart is her "home" and teacher aiding her "thing."

"There can conceivably be a wide variety of teacher aides," said Dr. Joe Johnston, acting director of the Division of Federal-State Relations and Coordinator of ESEA Title I for the State Department of Public Instruction. "It's all a question of semantics," he said, explaining that while some teacher aides are qualified only for clerical or mechanical work, others might be utilized as their talents decree.

"The so-called teacher aide can do a host of things depending on individual qualifications," he said. Dr. Johnston calls utilizing their talents a "matter of expertise—on the part of the administration as well as the aide."

Nancy Jolly

Sensitivity Training — Group Therapy for Well People

A small group of educators were seated around a conference table. They seemed usual enough. They might have been holding any kind of everyday meeting from the looks of the filled ashtrays, the empty coffee cups, and the heavily jotted note pads.

But before long, personal comments—some highly negative and some highly positive—erupted as the discussion intensified. The group, both teachers and administrators, were undergoing sensitivity training. They were gathered for a three-day workshop to find out how they might work better as a group. They would learn how as individuals they added or detracted from the group effort and how, through improved interpersonal relationships, their task—education—might be made easier.

Acting as leader of the group was Dr. Eugene Watson, associate professor of adult education at UNC-Chapel Hill and coordinator of sensitivity training for the School of Education. According to Dr. Watson, sensitivity training, as such, began sometime in the mid-forties. Behavioral scientists had grown alarmed at what they considered a negative use of group dynamics. They felt the research done in the field was being used to manipulate groups rather than to help the members of a group understand how they could become more vital parts of the whole. And thus sensitivity training came into being—a way to make people aware of their freedom within a group while still adding to its productivity. This is accomplished by a study of the functions of a group and the individual's part in it.

"Most of us in the world live out our lives in groups. But we don't know anything about being a group member, so we create rather than solve problems," said Dr. Francis Fay, assistant professor of education at UNC-Chapel Hill. In working terms, sensitivity training is just one type of experience-based learning. The members of a team get together in a small group for a period of intense study. They attempt to learn through the analysis of their own experiences just what makes a group tick; they study the structure of a group. They also consider their feelings about their group and its members, the goals of their group, and group behavior as a whole.

The duration of a study can vary according to the circumstances, but most groups meet for anywhere from 10 to 40 hours. This may be taken in a solid block—a marathon weekend—or it may be spread out over weeks, months, or a year.

The sensitivity training movement in North Carolina was slow, according to Dr. Watson. Some lab training groups were held at various institutions, including Duke University, as long as eight years ago, but widespread training applied to the field of education did not really get under way until 1966. At that time a cooperative program was begun at UNC-Chapel Hill and UNC-Greensboro; week-long sessions each summer at Banner Elk are sponsored under this program. (Last summer an additional week-long lab was held at Mars Hill.)

Credit courses in sensitivity training are conducted at UNC-Chapel Hill, and many noncredit programs (mostly three-day workshops) have been held in the following school systems: Charlotte-Mecklenburg, Burlington, Winston-Salem/Forsyth, Durham, Rockingham, and Rocky Mount. Various training sessions have been held in the Charlotte-Mecklenburg system for the past two and a half years; most of them have been three-day workshops. Last summer teams of teachers and administrators from that unit visited the National Training Laboratories for Applied Behavioral Science in Bethel, Maine, for several weeks to study the method in depth.

A group meeting for sensitivity training serves as a laboratory in which each individual can increase his understanding of the forces which influence his and others' behavior and the performance of groups. The group begins with no definite structure or organization, no agreed-upon procedures, and no specific agenda. "We leave our hardware at the door," said Dr. Watson.

His role as leader is to help the group to learn from its own experience, but not to suggest how the group should organize,

what procedures should be followed, or what the agenda will include. Into such an ambiguous situation the members of the group proceed to inject themselves. Some try to organize the group by promoting an election of a chairman or the selection of a topic of discussion. Others may withdraw, waiting in silence until they get a clearer sense of the direction the group will take. Whatever role a person plays, he is observing and reacting to the behavior of other members and he is, in turn, having an impact on them. These perceptions and reactions are the data for learning. Bits of theory and research are fed to the group only after some "real live behavior," according to Dr. Watson.

Soon the group begins to learn the structure of the situation. Their task is to handle the situation without emotionality and without effacing themselves while still trying to find out how they can help the group achieve its goals.

He noted that several types of personalities emerge in any group and are needed for a group to function properly: the leader, the helper, the hinderer, and the self-orientated person. For balance of roles, Dr. Watson feels that the best group is a small one (eight or so persons). With a group much larger or smaller, there is a chance that roles will be lacking or duplicated.

Through feedback from others the individuals in the group learn what part they are playing. Dr. Watson noted that the feedback will be both positive and negative and that the individual sees his image clearly only when his view is coupled with an evaluation of the views other group members have of him. "The group member must have a basic respect for other people and how other people see things," he said. When the individual has gained a picture of the impact he has made on other group members, he can assess the degree to which that impact he has made on other group members, he can assess the degree to which that impact corresponds with his conscious intentions.

For example, Mrs. B. might find that she has alienated Mr. A. in some way by a prejudice, mannerism, or attitude that she's unaware of. When she is made aware of the problem, she is free to accept or reject Mr. A.'s feelings and continue or discontinue whatever it is that bothers him. Both will be enlightened and they may be overjoyed to have their difficulty out in the open—Mrs. B. may have wondered, for example, why Mr. A. seemed to reject her. Mr. A., on the other hand, may find that he was in the wrong—a hesitation in Mrs. B.'s speech that he thought was indecision might have been a speech impairment, for example. Any kind of misunderstanding may be solved.

Members of the group also study other forces that affect them, such as the level of commitment and follow-through resulting from different methods of decision making. They might also consider the formation of subgroups and their relationship to larger organizations. Status, influence, division of labor, and ways of managing conflict are other concepts that might be analyzed. One of the most important subjects of study is the assumptions and values which underlie the behavior of people as they attempt to manage the work of the group.

According to Dr. Charles Hickman, director of in-service education for the Charlotte-Mecklenburg school system, the impressions of sensitivity training there have been favorable. "It's done a lot of good for a lot of people," he said. Dr. Hickman notes, however, that sensitivity training isn't the only answer to the problems that beset educators. "As agents of change in public education, this is just one thing we need to do," he said. He feels, however, that sensitivity training or something like it, including a general study of group dynamics, will eventually be standard fare in the teacher education curriculum.

Reading Texts — New Versatility



Plans are nearing completion across the State to see that each child has reading texts most appropriate to his needs. After the State Board of Education at its February meeting adopted reading series from four publishers to be used as basal texts for grades 1-6, SDPI staff members and local school personnel representing school units over the State discussed the materials in depth with publishers' representatives and authors.

In a series of meetings which followed, superintendents, supervisors, principals, and teachers examined the new adoptions. Superintendents who met in Raleigh and Hickory in March were told that one, two, three, or all four of the series could be used in each elementary school classroom next year.

Principals, teachers, and supervisors examined and discussed materials at 26 area conferences conducted by local school personnel and SDPI staff. They made plans for involving entire elementary school faculties in selecting the reading texts to be ordered in April.

At left, during an area conference held at J. Y. Joyner Elementary School in Raleigh, Mrs. Helen Frazelle, one of the conference leaders and director of elementary education in Wake County schools, examines one of the four series with Mrs. Nancy Cook, third grade teacher at Millbrook Elementary School, Wake County, and D. B. Chandler, principal of the school.

State Board of Education Actions

In line with recent recommendations by the North Carolina Advisory Council on Teacher Education and Professional Standards, the State Board of Education at its March meeting adopted a new program for the preparation of elementary teachers. Starting with the 1969-70 school year, an Early Childhood Education Certificate (K-3) and an Intermediate Certificate (4-9) will replace the current Primary A and Grammar Grade A certificates, both of which are now valid for teaching in grades 1-8.

The Early Childhood Education and existing Primary certificates (undergraduate and graduate) will be valid for teaching in kindergarten or below through grade three. Beginning with grade four and extending through grade nine, the Intermediate and existing Grammar Grade certificates will be valid for teaching in self-contained grades, team teaching, and in departmentalized situations.

The special subject certificate (art, music, physical education, health, health education, library science, and special education) is for teaching the subject appearing on the certificate in grades K-12. Certificates at the secondary level are valid in the subject(s) appearing on the certificate in grades 7-12.

The board dropped its former policy defining teaching outside the certificated field and replaced it with a brief statement which places the responsibility and any penalty on the school administrative unit, rather than on the teacher. The new statement points out that excessive assignment of teachers in out-of-field situations will affect the accreditation status of the school.

Another policy change provides that an applicant for a Class A or below certificate, who has met all certification requirements except the National Teacher Examination scores, will be issued a temporary permit valid until the end of the school year in which the permit is issued. Formerly, the temporary permit was good only until NTE scores were available from the first examinations following the date of employment.

The Board instructed that a budget be set up for a recently approved project funded under Title IV of the Civil Rights Act of 1964. The grant is for \$94,890 and runs through mid-March of 1970. The project proposal, submitted by State Supt. Craig Phillips, provides for a Technical Assistance Program on School Desegregation in the State Department of Public Instruction. Dr. Phillips said a director and three other staff members will be hired as quickly as possible to provide assistance to local school systems.

The appointment of Ralph W. Eaton as the new State director of school food services was confirmed. Formerly, he was head of the Charlotte-Mecklenburg school system's lunchroom program. Eaton headed school food services in the Winston-Salem and Forsyth school systems for a total of 13 years before going to Charlotte over five years ago. He served as chairman of the committee on school food services for the Governor's Study Commission on the Public Schools and he is the current president-elect of the North Carolina School Food Services Association.



One of the most frustrating jobs facing any teacher is arriving at grades for report cards. At regular intervals, be it six weeks or nine weeks or whatever, he must sit down and apply himself to the task. The teacher pushes aside his frustrations, and sometimes his conscience, in an effort to come up with a grade—a figure or a letter—that will tell the student and his parents something about the quality of work the student is producing and whether or not that student has improved since the last report period.

It's not news to most teachers that a report card is a one-way communicator which often misrepresents the student's performance and sometimes causes him a great deal of anguish. Progress is being made in some school administrative units toward the revision of reporting systems; in other units many teachers and administrators feel impotent in the face of traditional reporting systems. The time has come for all of us to take another look at the shortcomings of our reporting systems and attempt to work out some solutions.

We know, for example, that grading has a measurable effect on the self-concept of each pupil. This concept that each student has of himself is formed through his perception of his experiences. Thus, what we do when we grade students is teach them who they are and what they are. Recent research in the area of self-concept and evaluation has reinforced what most teachers and administrators have been aware of for a long time:

Children's perceptions of their teachers' feelings toward themselves correlated positively and significantly with their self-perception. That is, if a child has a negative self-image, he also perceives that the teachers' feelings toward him are negative. (H. Davidson and G. Lang, "Children's Perception of Their Teachers' Feelings Toward Them Related to Self-Perception, School Achievement, and Behavior," *Journal of Experimental Education*, December 1960, 107-08.)

A child with a poor self-concept tends to be more anxious and less adjusted, less effective in groups and in the tasks of life, whether they be work, social, or sexual, than a child with a more adequate self-concept. (Dinkmeyer, *Child Development*, Prentice-Hall, 1965, p. 212.)

Daily interaction between teacher and pupil invariably sets patterns and anticipations in the student's mind; eventually the child will operate on these assumptions as if they were fact. When a child is convinced that he is inadequate and he is confronted with a new situation, he will not try to learn because he believes that he can't learn. He falls further and further behind in his work, and as he does so, his self-concept becomes progressively more negative.

Many of our dropouts and underachievers are children who have developed feelings of inadequacy about academic tasks as a result of their experiences with report cards and other evaluative instruments. Raymond W. Houghton in the April 1967 issue of *Educational Leadership* illustrates that we often teach children that they are inadequate. What the student THINKS is in the teacher's mind and his reaction to it are described:

Teacher: Face up to it kid. You're not much good, and here's an F to prove it. Just so you really get the message I'll write it in red ink.

And so the kid says: To hell with you. I'll find somebody who doesn't think I'm dumb, or ugly, or dirty. I'll find someone who will believe in the self-image I have. Keep your damned school!

And so, the article continues, the kid gets a job and a girl and a cheap car and he lives. Living on the fringes of society, he often hates, and sometimes kills, is killed, or kills himself.

Changing our methods of reporting to parents certainly won't eliminate the problem of poor self-concept, but less rigid, more adaptable reporting methods can prevent some damage.

Report Cards:

THERE HAS TO BE A BETTER WAY

Roger A. Schurrer, Assistant Director, Division of
General Education and Edwin L. West, Jr., Associate
Science Supervisor, SDPI

Phil Lange, in an article titled "Technology, Learning, and Instruction" in the March 1968 issue of **Audiovisual Education**, implies that we are taking the easy way out:

Grading is an administrative device to sort students according to difference. The more all the students have all the important learnings the tougher it is to grade them. So the exams do not focus on the important; instead they claim to "sample evenly" everything that was covered . . . That kind of testing gives you a good distribution for "spreading out the grades," but it obviously subverts the curriculum by saying that whatever is centrally important is useless on examinations that count.

Teachers use a number of criteria as a basis for their grades. One study lists actual attainment, teacher-pupil relationship, deportment, sex of pupil, promptness, attendance in class, personal appearance, obedience, effort, and attitude (S. T. Hadley, "School Mark: Fact or Fancy," **Educational Administrator and Supervisor**, May 1954). Even if teachers did agree on the criteria for grading, there is still the problem that almost as many marking systems exist as there are teachers. They use numbers, letters, pluses, minuses, stars, and checks. The systems used within one school administrative unit usually aren't the same. In fact, the July 1961 issue of **Texas Outlook** tells us that in a survey of the grading procedures used by Texas teachers, over 80 percent of the teachers had no idea what grades their pupils had received from other teachers, let alone knew how these other teachers had computed their grades.

Oliver Palmer, in "Seven Classic Ways of Grading Dishonestly," in the October 1962 issue of **English Journal**, presents a harsh indictment of teacher grading, saying that teachers grade in the following ways:

- a. by **abdiction**. These are the teachers who don't care or even try to make up a decent test. They tailor their courses to their tests.
- b. with too much **extra credit**. Effort and behavior count too

much. Their little "pet tasks" count more than overall performance.

- c. by **default**. They only give a final exam. This causes students to panic, and the odds are high that an unfair judgment will be made.
- d. as **zealots**. He gives daily quizzes, homework, weekly tests, midterms, a final, papers, reports, extra-credit projects. He grades everything short of classroom posture. Learning becomes an endurance test.
- e. as the **standard changes**. They change their standards in the middle of a term if it seems all the grades are going to be good or bad. These are the teachers who "get tough" when a class does poorly.
- f. as a **psychic**. No tests are used. He senses or "feels" the grades. Here we see the halo effect—the teacher who feels he is God.
- g. as **impossible perfectionists**. They feel no one should get an A, and very few B's, but many F's. This teacher takes too much pride in his high standards and sneers at the other "easier" teachers.

Another disparity in reporting is that the sex of pupils affects their grades. Surprisingly, much evidence can be found to substantiate the fact that girls do indeed get higher grades than boys, and not always because they have worked harder or have more ability.

Grades and the report card carry a tremendous force either for or against the child, depending upon the grades he receives. Frances Link in "To Grade or Not To Grade" in the November 1967 issue of **PTA Magazine** says:

His report card becomes the source of privileges bestowed or taken away. It becomes the primary source of feeling successful or unsuccessful. It has the power to make parents and students proud or ashamed with great regularity. The report card has great manipulatory power, the power to make a child a puppetWorry over marks is as universal among teenagers as

their concern with self and sex. Marks certainly create more tension, perhaps because they become a part of the permanent school record. Imagine feeling the constant prospect of being graded or evaluated every six weeks for the record. I doubt that many of us would tolerate it in our jobs. We would probably become drop-outs.

The report card is a communication device—one of the chief means of communication for the school. It communicates to children, parents, and to other teachers the success or failure of a pupil. But it is only a one-way communication system; it rarely involves all parties at the same time. It doesn't tell the parents what they can do at home to assist the child. The child is compared to a class group in the school or across the country; it rarely deals with the individual as an individual. Perhaps that is why grading is so easily computerized.

We are in a period of educational change which emphasizes the individualization and personalization of instruction. As progress is made in individualizing instruction, we cannot continue using the traditional report card—it, too, must be individualized.

For nongraded continuous progress programs it will be necessary to change the reporting system so that the main emphasis will no longer be on rating children against grade level standards, but rather on an individual capability standard. It is discouraging for a highly capable pupil who works well to discover that a less capable pupil who also works well is receiving the same mark. It is equally distressing for the less capable pupil who works very hard to continually receive low grades simply because he cannot achieve the grade standard. This makes grading complex.

We cannot offer THE solution, but rather some options which might provide avenues toward possible solutions. One approach to report cards—which now show only the dimension of how well a pupil achieves in comparison to the grade level standard—is to use a dual grading system. This procedure would indicate the level of difficulty which the child can handle along with a mark indicating his achievement at that level of work. Example: A child is working on "C" level material and he is putting forth maximum effort. The child receives an "A" on the "C" level work. In another subject he might be working on "A" level material, but his effort and achievement are less than what he is capable of doing. Therefore, he receives "C" for "A" level material. This information is included and explained on cumulative records. The determination of what level material a child can handle is accomplished through I.Q. tests, achievement tests, and teacher judgment. This reporting system, unlike a number of others, may be adapted fairly easily to junior high and high schools.

A second option, well suited to the elementary school, is to eliminate the report card altogether and send invitations to the parents for parent-teacher conferences. In Bellevue, Wash., elementary schools, conferences with parents are held twice each year—November and February—and six days are set aside for them. Included on a parental appointment slip are possible topics for discussion—student work habits, health, growth as a group member, etc. A four-page conference guide is also sent; this guide is designed to help both the parents and the teacher get a great deal out of the conference. It includes questions that parents might like to ask the teacher and provides space for notes before, during, and after the conference. The teacher discusses the student's progress with him before the conference with his parents. A form called "the cumulative record of conferences," which contains the most significant points covered in the conference, is prepared by the teacher in triplicate; at the end of the conference the parent gets one copy. The "year-end pupil progress report" is a one-page report that describes the student's personal, social, and academic progress for the year. Prepared in duplicate, one copy is sent to parents and one is placed in the student's permanent record file. This reporting system is described in detail in the April 1967 issue of *School Management*.

A third option is outlined in John L. Tewksbury's *Nongrading in the Public School*. In the illustration at right you will see three marking periods on the form; in the skill areas of reading and arithmetic there are three marks made at each reporting period. The middle mark indicates the level or step at which the child is

working, the top mark—two parallel lines—indicates the degree of depth in the child's work, and the third mark indicates the effort the child is putting forth. This form shows great promise in nongraded as well as in other organizational patterns.

In looking at the three variations of reporting above, it appears that there is one implication for the curriculum; there must be clearly defined and measurable objectives on a continuum along which a child progresses so that progress can be adequately reported.

It is not easy to revise a reporting system. Smith, Krouse, and Atkinson in the *Educators' Encyclopedia* have outlined minimum objectives for a reporting system. It must:

1. Present a clear and understandable picture to parents, teachers, and children of the progress of the individual in his learnings as a part of the school program.
2. Help both teachers and parents to determine ways in which they can be effective in better aiding the pupil in the learning process.
3. Provide information and a record of pupil progress for administrative purposes of the school district.
4. Help the educators determine the effectiveness of the teaching and of the school program.

A combination of grading methods may be needed to fill the needs of elementary, nongraded, junior high, and high schools; and parents, pupils, teachers, and administrators should all be involved in the revision process from the beginning. The important thing is to begin.

Reprinted by permission. John L. Tewksbury. *Nongrading in the Elementary School*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967, p. 103.

marking periods

READING

ARITHMETIC

MEANING OF THE THREE MARKS

NUMBERS:

Reading Levels	Arithmetic Levels	
1 general readiness	1 general readiness	
2 Before We Read	2 cardinal idea of number: I	
3 Sally, Dick and Jane	3 cardinal idea of number: II	
4 Fun With Our Family	4 numeration system to 99	
5 Fun Wherever We Are	5 fundamental operations	
6 Fun With Our Friends	6 measurement: I	
7 More Fun With Our Friends	7 addition and subtr. facts to 8	
8 The New We Three	8 problem solving: I	
9 Friends Old and New	9 money	
10 More Friends Old and New	10 problem solving: II	
11 The New What Next	11 multiplication and div. facts to 12	
12 Roads to Follow	12 measurement: II	
13 More Roads to Follow	13 preparation for carrying and borrowing	
14 The New Tall Tales	14 + - × ÷ to 18	
Beginning of Fourth Grade		
15 Ventures: 1st half	15 subtr.: two figures with borrowing	
16 Ventures: 2nd half	16 beginning fractions	
17 advanced reading	Beginning of Fourth Grade	
18 more advanced reading	17 div.: review of basic facts to 12	
	18 problem solving: III	
	19 rounding off large numbers	
	20 advanced arithmetic	

LETTERS:

LETTERS indicate the effort your child is putting forth on a task. He is rated in terms of his own capabilities and background, not in terms of how he compares to other children.

st = Strong Effort
sa = Satisfactory Effort
l = Low Effort

SIGNS:

A SIGN indicates the degree of depth in your child's work as compared to that of other children who have performed the same task.

|| = Deals with material in a simpler manner.
•• = Deals with material in greater depth.
✓ = Deals with material in an average manner.

NEWS BRIEFS

FEDERAL PROGRAMS IN N. C.

A report to the State Board of Education last month revealed every school system in the State had at least one Title I project during ESEA's third year (1967-68). There were 165 projects which expended \$49,286,470 to serve 387,878 public school children. Almost 60 percent of the children were in grades 1-6 and 80 percent were involved in language arts projects.

The State NDEA staff reported every local system also participated in Title III last year (matching funds for equipment and materials to strengthen specific subject areas). Since NDEA was enacted in 1958, some \$40 million in Federal and local funds have been expended in the State's public schools. The amounts spent for 695 projects last year range from a high of \$2.6 million in science to a low of \$24,000 in economics.

UNDERACHIEVERS NEED EARLY TREATMENT

Underachievers must be identified at an early age if treatment is to be effective, according to the North Carolina Advancement School's recently released report of its 1968 summer program. "This would enable the schools to stop the problem more nearly at the source and thereby reduce the possibility of a child becoming an underachiever through a large number of failing experiences causing this phenomenon to become virtually irreversible," the report stated. (See "Learning, Not Teaching, Emphasized at Advancement School," *North Carolina Public Schools*, Jan. 1969.)

The report is the second in a series describing the school's research in identifying the characteristics of underachievers and in determining appropriate preventive treatment of the condition. During the school's first term, spring 1968, eighth graders were treated; during the summer session forty-two rising sixth graders and thirty-eight rising seventh graders were admitted for a period of eight weeks. (Seventh graders were in residence in the fall, and sixth graders are being treated this spring.) The summer instructional program was basically the same as that operated during the spring: a humanities block emphasizing the role of counseling, a learning center devoted to skill development in reading and mathematics, and an exploratory curriculum for the study of special interest subjects.

Several recommendations resulting from the spring term were put into effect during the summer. Six assistant counselors were hired to help supervise the dormitory life, refined diagnostic procedures were used to assess student strengths and weaknesses, techniques and procedures of individual instruction were perfected, and the recreation program was broadened to include an extensive arts and crafts program.

Students were subject to complete pre- and post-testing. In addition, several other investigative studies were undertaken during the summer: a research project to determine the relationship between art experiences and self-concepts, a study by the science department to relate achievement in science to individualized teaching, and data collection in the reading programs.

Comparison of the data on sixth, seventh, and eighth graders indicated that change brought about by the Advancement School is related to the age and grade of the student. Sixth graders tended to react more positively to the total program than did either seventh or eighth graders in both achievement and personality variables. "This lends credence to the idea that the phenomenon of underachievement is much more easily remedied in younger adolescents and pre-adolescents than in older adolescents," the report states.

IN-SERVICE EDUCATION PROGRAM: ENGLISH AT TOP

English was the principal subject area studied during the 1967-68 in-service program for the Professional Improvement of Teachers. Dr. James Valsame, State supervisor of in-service teacher education, notes in the program's annual report that English replaced mathematics as the subject area of greatest participation during the past year. He attributes the advance to the filmed and televised course, *English—Fact and Fancy*. Presented for the second time during 1967-68, the course was designed to provide readiness for the "new English." A total of 2,978 teachers, enrolled in 130 classes, completed the course.

Reading placed second in participation due to the offering of a special televised course, *Teaching Reading in the Secondary Schools* which drew 1,302 teachers enrolled in 75 classes. Prepared by the Syracuse University Reading Center and designed to involve an entire secondary school faculty in considering what constitutes a reading program at the secondary level, the course is being repeated this year. Valsame considers the program particularly valuable since there are limited materials and few college courses dealing with reading at the secondary level.

In the report it was noted that:

- 148 administrative units participated in one or more phases of the program, and the number of completions in all phases was 7,152. There were 4,280 completions in the **Special In-Service Television Program**; 2,200 completions in the **Special In-Service Teacher Education Program**; and 672 completions in the **Summer and Area Institute Program**.
- 293 local in-service classes were conducted; 205 classes through the Special In-Service Television Program and 88 classes through the Special In-Service Teacher Education Program.
- the cost per contact hour of instruction was \$.79 in the Special In-Service Teacher Education Program; \$1.06 through the Summer and Area Institute Program; and \$.76 through the Special Television Program.

MEMORIAL FUND ESTABLISHED

The Philip J. Weaver Memorial Fund has been established by personnel in the Greensboro City Schools as a trust fund for Weaver's daughter, Lynn, a cerebral palsy victim. Weaver, who died of a heart attack on March 15, was president of the superintendent's division of NCEA and had been superintendent of Greensboro city schools for the past 11 years. Contributions are being received by Thorpe Jones, Drawer W, Greensboro, N. C. 27402.

STUDENTS' CREATIVE EFFORTS FEATURED IN McCALL'S

McCall's Magazine is now devoting a monthly feature to the creative efforts of children up to the age of fourteen. Poetry, short stories, personal experiences, drawings and paintings done by children in this age bracket may be submitted to the magazine for publication.

Each contribution should be clearly identified with the name of the child, his age, his address, and his school. It also is suggested that the parents' consent to publication be included.

Manuscripts should be typewritten and on one side of the page only. *McCall's* Senior Editor Selma Robinson suggests that children keep a copy of their manuscripts since it will not be possible for the magazine to return such material. Artwork will be returned if accompanied by proper wrapping materials and postage.

Contributions may be submitted to Selma Robinson, Senior Editor, *McCall's Magazine*, 230 Park Avenue, New York, N. Y. 10017.

WE'LL DO BETTER NEXT YEAR

We realize that a number of schools are not receiving enough copies of *North Carolina Public Schools* to place in the boxes of all their teachers. We are in the process of updating our mailing lists for next year. Hopefully, every teacher, supervisor, and administrator will receive this publication when our lists are completed.

HUMANITIES INSTITUTE PLANNED

A three-week humanities institute for teachers will be held June 16 through July 3 at the University of North Carolina at Chapel Hill. The institute will be jointly sponsored by the University and the State Department of Public Instruction.

Fifty participants will be chosen for the institute. They can receive three hours of graduate credit or three hours of credit toward certificate renewal. Graduate credit will be given only to

those participants who have been admitted to the graduate school. Participants' tuition and fees will be covered, and there is a possibility that a stipend will be provided.

The first week of the institute will focus on an exploration of the rationale for the humanities course and an analysis of representative humanities programs. During the second and third weeks of the institute, instructional units and materials for use in individual

schools and school systems will be developed by institute participants.

Lectures will be given by the institute staff, other university faculty, visiting consultants, and representatives of the State Department of Public Instruction.

Further information may be obtained from Dr. Jack E. Blackburn, Director of the Humanities Institute, School of Education, the University of Chapel Hill, Chapel Hill, N. C.

BURLINGTON LIBRARY EMPHASIZES ART APPRECIATION

Students at Eastlawn Elementary School in Burlington needn't limit art appreciation to school activities. Their library, a Demonstration School Libraries Project funded under Title II ESEA, is stocked with almost 100 art prints that may be taken home.

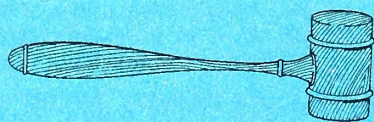
Mrs. Ruth A. Best, librarian, initiated the project by ordering 18 prints (25c each) from the National Art Gallery in Washington, D. C. She prepared them for circulation with inexpensive frames purchased at a local variety store. The prints proved so popular that Mrs. Best ordered an additional 50—each mounted on heavy paper and ready for circulation and hanging without frames. The school now has almost 100 prints for circulation.

Students may check out the prints for one week at a time, and teachers are encouraged to display at least one print a month in their classrooms. Mrs. Best feels that in addition to fostering individual appreciation of art, the idea has led to increased ownership of art prints. A few parents have borrowed her catalogs to order prints for themselves or their children.

Mrs. Best's art appreciation efforts don't stop with print circulation. Upon entering the library, one finds a large, triple-section display unit with selected prints on exhibition. Taped commentaries are provided for use by individuals or small groups. Art reference books, periodicals, and pamphlets are also available for research.

The library also boasts an extensive art slide collection. Slides are kept on display in slide trays, labeled and identified by artist, title, and country so that teachers and students may use them any time. The newest addition to the Eastlawn School collection is a series of ten tapes, each correlated with 10 slides and 10 reproductions.

According to Mrs. Best, "Acquisition and organization of educational media are just the beginning of the real objectives of an instructional materials center." Her key words are accessibility and use, and her purposes are to extend the services of the library into the classroom, the home, and the community. All materials, therefore, are available for circulation.



attorney general rules

(For complete copies of rulings, send your request to SDPI, Division of Publications and Public Information. Please give date of ruling and title.)

Teachers serving as jurors, February 6, 1969. "... Mr. _____ questions whether his teachers are required

to serve as jurors during the school year.

"G.S. 9-6(1967 Cum. Supp.) declares that jury duty is a public service and solemn obligation of all qualified citizens. This statute provides further that the presiding judge may, within his complete discretion and for good cause, excuse any individual from jury duty because of compelling personal hardship or because to require such service would be contrary to the public health, welfare, or safety.

"Before enactment by the 1967 General Assembly of G.S. 9-6, G.S. 9-19 (since repealed and superseded by G.S. 9-6) provided for numerous, specific exemptions of classes of individuals, i.e., practicing physicians, lawyers, druggists, mail carriers, et cetera. There was obvious concern that such a statute was unconstitutional. This concern resulted in the General Assembly's passage of G.S. 9-6 which leaves the matter of excuse entirely within the discretion of the presiding judge. . . ."

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NORTH CAROLINA PUBLIC SCHOOLS

VOLUME 33 / NUMBER 9 / MAY 1969

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COVER

This spellbound little girl is typical of the thousands of school children who visit the State's capital each year to tour museums and historic sites. Pictured on pages eight and nine are seventh graders from Guy B. Phillips School in Chapel Hill.

Official Publication issued monthly, except June, July, and August, by the State Department of Public Instruction, Education Building, Raleigh, North Carolina 27602. Second-class postage paid at Raleigh.

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From the Superintendent of Public Instruction . . .

We have been hearing much talk among our State level decision makers that North Carolina cannot pay for the educational opportunities provided in other States with higher per capita income. It is true that North Carolina does not have the material wealth of many other states; but we possess the blessings of youth. The percentage of school-age children in our State is one of the highest in the nation. It is to these youngsters we must direct our attention if North Carolina is to equal the per capita income for the rest of the nation.

Let's not put the cart before the horse! The best way to work for an increased per capita income is to work for public schools which fulfill the educational needs of each individual to attend them. In most of our schools, the chance that a teacher will discuss with any one student his particular problem more than five times a year is slim. When there isn't enough time to treat each student as an individual, our children are undertaught. A gifted student must wait while the average pupil catches up; the slow learner falls farther behind and is often denied the time or chance to catch up at all.

The very industrialization of our State is dependent upon our public education system. Corporate executives will not move their families into communities with inferior schools. Poor education retards economic development and causes unemployment and poverty to thrive. Today, a high school diploma is demanded as a

requisite for most jobs; for the 4 of each 10 pupils in our schools who drop out before graduation, the bargaining power of a diploma is lost.

It is true North Carolina is ranked eighth from the bottom among the 50 states in per capita income but we are even further behind in our educational expenditures per pupil, sixth from the bottom (NEA's **Research Report 1968-R1**). Somehow, rankings seem less important to us than the fact that we seem reluctant in North Carolina to commit ourselves to educational excellence for our children. Is it not time for us to acknowledge that anything less than the best is a waste of time, money, and people?

All about us there are strong and wholesome indications that the citizens of North Carolina no longer are willing to accept an uncharted or unplanned course that could condemn our children to educational mediocrity. There are signs on all sides that we are entering an Age of Educational Realism. No longer should we accept the timeworn excuse that we cannot afford to do better.

TASK FORCE FOR EDUCATION

Approximately 100 business and civic leaders from throughout North Carolina took a weekend from their busy schedules during the latter part of March to meet together in Raleigh. Their purpose was development of plans for implementing key recommendations contained in the Report of the Governor's Study Commission on the Public School System and testing new techniques for eventually creating Educational Development Councils. This ad hoc task force for education made extensive plans for the involvement of citizens at the area and local levels.

1. State Board of Education Chairman Dallas Herring challenged the task force to "involve lay citizens more effectively in developing public school policy." At his right is Wayne Mayo of Southern Bell in Charlotte who served as conference chairman.

2. Making notes as key recommendations were reviewed are, left to right, Harold Myrick, president of First National Bank in Lincolnton; F. L. Britt, superintendent of Edenton-Chowan schools; and L. F. Amburn, Jr., of the **Chowan Herald** in Edenton.

3. Two Durham women attending were Mrs. Lena Marley of the State School Boards Association, left, and Mrs. Sylvia Kerckhoff of the N. C. League of Women Voters.

4. Dr. Harold L. Trigg, left, State Board member, is greeted by Leslie Boney, Jr., Wilmington architect.

5. State Superintendent Craig Phillips, right, discusses a point with Howard Perry, Shelby businessman.



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"Extras" Are Basic to Upward Bound Program

It isn't always the basics that keep a kid in school or motivate him to go to college. Often it's the "little extras" that do the trick. Things like the whizz of a well-placed tennis ball, the crispness of a brand-new "I made it myself" dress, or the sting of spirit gum used to attach mustaches in drama class.

Extras like these become basics in the Mars Hill Upward Bound program. Sponsored by Mars Hill College and financed by the Office of Economic Opportunity, the summer program offers culture and skills to 55 local, academically deprived high school students. The aim of the program is to prepare and head students for college through resident summer studies and winter follow-up activities. All of the students attending this summer were a part of last year's program. The students are rising 11th and 12th graders—all either underachievers or from small schools with virtually no "extras."

But the basics aren't left out. All the Upward Bound students are given large doses of math and language arts during the summer program. The emphasis is strictly individual—students are taken where they are and encouraged to go as far as they can. With a teacher for each 2.5 students, such individualism is possible. Included in that ratio are carefully selected college students who live in the dormitories and act as tutor-counselors.

"Extras" provided in the program include home economics, physical education, drama, music, and leisure activities. Most of the girls take home economics and learn grooming, consumer economics, sewing, and personal relationships. All the students are given a weekly allowance (\$10), most of which is spent on much-needed clothing. Many of the girls get more mileage from allowances by sewing their own clothes.

Physical education classes offer subjects not available at the students' high schools: badminton, archery, tennis, golf, and rebound tumbling (trampoline shown below). Most students take two physical education courses. Drama is required of all and is perhaps the favorite activity. (Last summer the group participated in a production of **The Wizard of Oz**, picture at left, given by Mars Hill College Drama Workshop. Later they presented selections from **Spoon River Anthology** as their own production.)

Night and weekend activities are just as important to the program as the daily class schedule. Week nights are devoted to reading, movies, swimming, softball, basketball, and touch football. Trips this summer are scheduled to local area drama productions, including **Unto These Hills** in Cherokee, **Horn in the West** in Boone, and productions at the Thomas Wolfe Theater

and Parkway Playhouse. Students will also tour nearby colleges.

Weekend activities include short field trips, dances, sports, etc. The highlight of last summer's activities was a four-day trip to the eastern part of the State which included tours of Raleigh, Chapel Hill, Greensboro, and Winston-Salem. This year the group will visit Washington, D. C.

Upward Bound is more than a summer program. A follow-up is conducted during the school year with the assistance of principals and counselors in the participating high schools. The aim is to counsel with each student once a week. On the first counseling visit to each school, a place is set aside for weekly meetings, conducted in a group, and schedules are checked to make sure that students are enrolled in college-bound programs. Stipends of \$2.50 a week were given to each student during the school year; they were also given passes to all Mars Hill College athletic and cultural events. (All students live within 50 miles of the campus.)

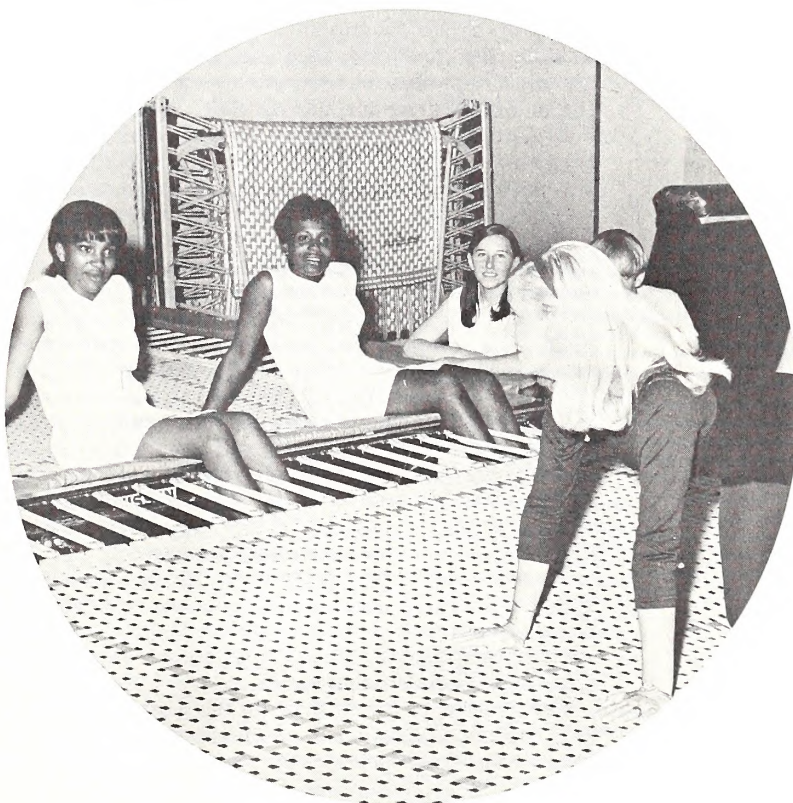
During the winter counseling sessions, both academic and personal problems were discussed. If clothing was needed, arrangements were made to get it. Appointments were made for medical and dental care, and students were given letters to their doctors explaining that the Mars Hill Upward Bound Program would take care of the bill.

The group returned to the campus for six special weekend programs during the winter. They had lunch and dinner on campus, cheered for local athletic teams, took interest and aptitude tests, and generally enjoyed themselves. Among the highlights were an Al Hirt concert, a weekend studying **Of Mice and Men**, and local drama productions. Equally interesting programs are being planned for next winter.

"If this is what college is like," said one student of the program, "I'm definitely gonna go to college. I'm learning a lot, and I'm having a good time."

According to Dr. John Hough, project director, all the students have above average intellectual capabilities. But their backgrounds, he feels, have deprived them of the advantages enjoyed by most high school students.

On a nationwide basis 25,200 students have been aided by Upward Bound programs. Each project is located on a college campus with dormitory facilities, and each, basically, includes a resident summer program with close follow-up activities in the winter. Other North Carolina Upward Bound projects have been held at UNC-Chapel Hill, Winston-Salem State University, UNC-Greensboro, A. and T. State University, and North Carolina Wesleyan College.



Pregnant Schoolgirls Continue Studies

Pregnant teenagers, married or not, face difficulties that most adults would find impossible to bear. The personal tragedy that surrounds their pregnancies—unwanted for the most part—is difficult enough. To make matters worse, society ostracizes them, parents reject them, and schools expel them. They face life with an unwanted child to care for and support, an education that is halted for a time or ended completely, and a king-sized chip on their shoulder.

Often, teenage mothers can't escape becoming high medical, educational, and social risks. Many receive prenatal care late in pregnancy, if at all. Many find returning to school after a prolonged absence impossible. And education is one of the pregnant girl's primary needs—especially for the girl who elects not to marry, to keep her baby, and to support it herself—and many do, flying in the face of a society which disapproves their choice.

The Winston-Salem/Forsyth Board of Education and social agencies in Winston-Salem have teamed up to provide a partial answer to the problem: the Continuing Education Center, a facility for the county's pregnant school-age girls, married or not. The first of its kind in the South, the center should be the forerunner of many like institutions. If statistics are any indicator, such centers are needed. Some 84,000 American school-age girls will bear children out of wedlock in 1969 alone. And that doesn't count the married girls expelled from school due to pregnancy.

Located in one of the city's poorer neighborhoods, the center is housed in an old church building. The rooms are small, as are the classes, the facilities adequate but plain, and the teachers friendly. The project was launched on a small scale in 1964 with a gift of \$1,000 from the Altrusa Club. Space was provided by the YWCA. At that time the local board of education had ruled that pregnant girls had to remain out of school until their babies were one year old. The policy has since changed, and now these girls may return to school with the permission of their physician, social worker, parents, and principal. For most, this means the following school year. Pregnant girls are required to drop out of Winston-Salem/Forsyth schools when their pregnancy is first ascertained.

Since 1966 the center has been one of the school system's ESEA Title I projects. It has been located at the present site for two school years. According to Mrs. Barbara Phillips, supervisor, the center's emphasis is strictly educational. "We fill the gap for an interim period until the girls can return to their original schools," she said. Additional medical and social care is badly needed, but impossible to provide under the school's present set-up. No matter what the facility lacks, it does provide what few others can—continuing education for the teenage pregnant girl, family life study, and limited counseling services.

Student body ages range from 12 to 18, but most of the girls are 16 to 18 years old. Twenty-one percent of the school's present enrollment (176) are married. The majority of the students are poor, although a few of the girls come from middle class and upper middle class backgrounds.

Mrs. Phillips contends that, for the most part, middle class girls who become pregnant are pressured into marriage or pressured into having their babies out of town and giving them up for adoption. In any case, they don't usually seek the services of the center. "These girls aren't always as well off emotionally as the girl who decides to stay home, keep the baby, and generally toughs it out," said Mrs. Phillips.

With a faculty of six at the center, only the basics are offered. Senior high students, the largest group, attend school on a split shift and usually take four courses. The junior high students have a full school day. Each group is offered the basic academic subjects, with the exception of high school science courses. Students who are younger than junior high age are put on an individual program. "This doesn't really present a problem since we have small classes and are trying to start each student where she is and go from there. Actually, we're using third and fourth grade texts with some students anyway," Mrs. Phillips said.

Regardless of their schedules, all the students are required to eat lunch at the school. And they don't put up any fuss about it. "For many of these girls, this is the one balanced meal of the day," Mrs. Phillips said. Class A lunches are brought from a nearby elementary school in heat-retentive containers, and Title I funds add fresh fruit each day.

The family life courses are geared to the needs of the teenage mother. Prenatal care, child care, and sex education are emphasized in addition to the usual family life fare. Demonstrations, films, and speeches are given by nurses, doctors, and lawyers (who discuss legal problems of underage mothers). "It's pretty much the same course that is offered at other schools, but lots of things, like how to sterilize baby bottles, come up," Mrs. Phillips said.

One of the center's few extras is a group therapy session led by Mrs. Adele Tucker, the school's social worker. Only a small group may be accommodated with the present personnel (another Winston-Salem social worker helps with this effort, but not on a full-time basis). The group meets twice a week to discuss such problems as relationship with the baby's father and parental reactions to teenage pregnancy.

"All the girls need this," said Mrs. Tucker. She holds individual counseling sessions with the girls when they enter school, visits them after delivery, and is on hand for help with problems. But, according to Mrs. Phillips, additional personnel would allow the school to offer more social services on an individual basis. "If Mrs. Tucker just had the time to work with each girl in depth," she laments. Much of Mrs. Tucker's time is spent acting as a homebound teacher, visiting the girls with assignments and books during the three-week period they are absent after delivery. At the present time persons employed as homebound teachers are not free to work with pregnant students.

Transportation is an equally pressing need. Girls from outlying areas must depend on rides with neighbors or friends to reach the school. Thus many are not able to attend. Child care is another problem. The girls cannot return to school after delivery unless they find someone to care for their babies. "And of course the nurseries won't take infants—even if the girls could afford them," said Mrs. Phillips.

Medical care is the most alarming problem for many pregnant teenagers. Economic level, according to Mrs. Phillips, often determines the infant mortality rate. "The girl with money has no problem getting attention, and the girl whose family is on welfare can take the clinic card and get fine prenatal care," she said. It's the girl in the middle, the one whose family is barely making it without going on welfare, that gets left out.

Each girl is required to have one physical examination before entering the school. After that, the girls are on their own. Some students, according to Mrs. Phillips, will show up at a hospital for delivery having visited a doctor just once. "These are the girls who have stillborn, underweight, or premature babies," she said. Winston-Salem is slated to go on HEW's Comprehensive Medical Plan next year. Designed to provide medical care for poor people, the plan may end this problem.

"No one can solve all the difficulties of the pregnant schoolgirl," said Mrs. Phillips. At the Continuing Education Center it's no easy task providing education. According to Mrs. Phillips, the job is often a trying one for teachers. "And they just have to be convinced that this is something basically good," she said.

"This is the first place these girls come since they've gotten pregnant where no one brings out a soap box," she said. Moralizing is out. "Any bit of that and you've lost them for good," she said.

She is proud to relate that, generally, the girls' academic work is much improved when they return to their schools. The center has produced several honor roll students, and, to date, one Merit Scholar.



Each spring thousands of school children descend on Raleigh with the regularity of migrating birds. They come to tour the capital city. And as they scurry from historic site to historic site, and from museum to museum, they are a scene as familiar as the old buildings themselves.

Most are little angels. But with much coming and going to be done, endless waiting in lines to be endured, and spring acting on them like a mild intoxicant, a spirit of high adventure and not a little boisterousness is bound to dominate. Shrill giggles and an occasional "what izzit?" ricochet through marble halls. And footsore teachers punctuate the roar with harried admonitions for quiet.

The North Carolina Museum of Art is deceiving. It looks pretty formal, but children will find motherly guides who can talk about Rubens with the familiar-

ity of an old friend and white-haired guards who are happy to assist with a broken shoelace. Nobody minds, either, if a small art lover gazes steadfastly at his favorite work from two inches away. Touching, however, is forbidden. "Good grief, we know that," the children will reply.

Despite any teacher's well-meaning efforts to the contrary, Capital Square turns into a giant playground in the spring. George Washington's portrait in the State Capitol is all very nice, and everybody is interested to learn that all those little trays on the desks in the old House once held sand—the Legislators poured it on their ink to dry it. But history somehow pales beside the flapping pigeons waiting outside and just begging for a peanut.

And then there's the man selling the peanuts. "L-o-o-o-k, a pigeon's sitting right on his head," the children shout

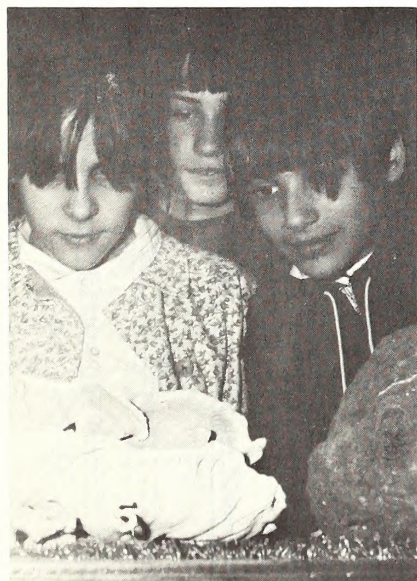
in amazement. They scatter a dozen birds into flight and not a few lunch-time amblers as they run up to see.

At the N. C. Museum of History they are admonished to be especially good. "Because they give certificates here . . . for good behavior," teachers will say with arched glances. Not a word is heard as the children, almost holding their breaths, troupe by displays of old silver and crafts. But once out on the sidewalk again, the elements conspire to bring about hopping and skipping and companionable chatter.

There's something about the Museum of Natural History that turns little legs into racing machines. It's all those glass cases with birds, possums, squirrels, rocks, eggs, and all kinds of wonderful things. And lots of stuffed fish hang right down from the ceiling.

"A cobia?" a little one points quizzically.

Children Flock



A giant clam? No, silly, that's a mushroom.



I really prefer Rodin, myself.



Now, here's something

"What's a cobia?" asks another who hasn't glanced toward the ceiling.

"I don't know, but it's got whiskers, and it's right over your head," his pals warn.

And the very best thing of all is the living boa constrictor who wiggles in his glass cage to the delight of small boys and the horror of little girls. "It's alive!" they shriek with glee. And the beast, oblivious to hundreds of peeping eyes, settles comfortably into his corner to digest his dinner, the outline of which the children can watch as it moves down his never-ending stomach.

The State Legislative Building, on the other hand, is a quiet spot. The children will tiptoe up the sides of the red-carpeted marble stairs and eye the modern architecture with solemnity. The lucky ones get to see the lawmakers in action. Some even meet "Our Representative." And no matter how tempt-

ing the fish pool is, "Nobody, I mean nobody, throws ANYTHING in it," the teachers warn.

Lunch is usually a bag affair inside the busses which are parked near the Legislative Building. And that's fun, too. Especially for mathematically minded little boys who try to find out how many of their number can be fitted into one seat or the rest room at one time.

The groups who live nearby and have more time to spend get tours of the Governor's Mansion as well. "Do THEY really eat in there?" is asked as children eye the formal dining room with its long, antique table.

"Heck, no. They've got a little one upstairs," chirps a friend with inside knowledge.

Despite a few lost sweaters and skinned knees, at the end of the day the trip is considered a success all around—especially when teachers have

done a good job of pre-planning so that their charges will know what they've seen.

The boa constrictor's digestive traits, a closer view of Ruben's brushwork than the brush got, and the surprising knowledge that there's a hidden room in the old State Capitol because the builders ran out of money and walled up one small space—this is all run-of-the-mill information. Students with teachers who are up on local lore will learn even more.

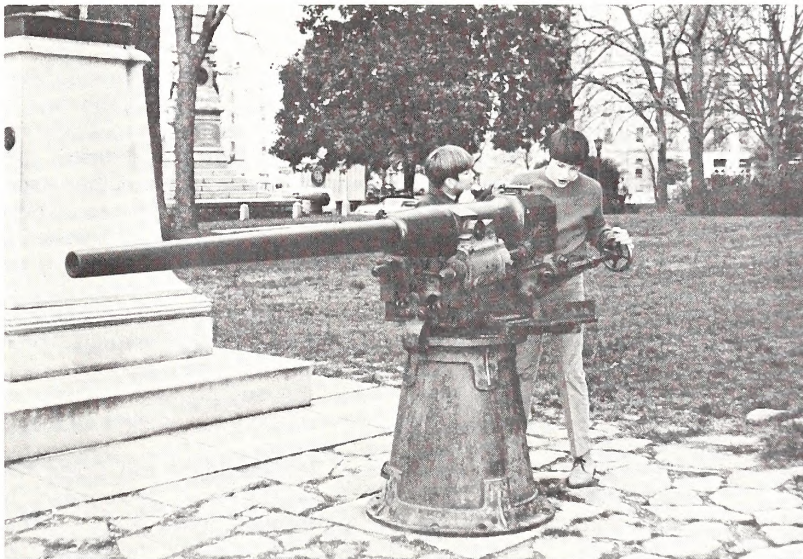
That metal chicken atop the Christ Church weathervane, for example. It was the only bird left in Raleigh after the Civil War, a teacher relates.

"They had to eat them all," she explains.

"Even the pigeons?" asks one future naturalist with concern. Well, sometimes even teachers get stumped on field trips.

to Raleigh

Nancy Jolly



Listen, I get to be Admiral Dewey, because I'm bigger.



Thought I'd never find someplace to sit down.



interesting.

Students Hooked In New Hanover

High school students in New Hanover County are getting hooked, but not on anything harmful. Aviation is the taste they're acquiring, and its happening in the State's only high school aerospace program.

Aviation is habit-forming. The excitement and scope of the industry breeds the same spirit and adventure that sent men across the Rockies, over the pole, and into space. More than 200 students have participated in New Hanover's aerospace program since it started last year. It was begun and has continued with the applause and help of the aviation industry.

"If industry hadn't shown such great interest, this program would never have been originated," said James Gearhart, New Hanover's vocational director. The course instructor's salary for the first year was paid by an anonymous grant from a generous aviation executive. In addition, a four-passenger, single engine Olson Ambassador was given to the school system by the First National Bank of Eastern North Carolina. An experimental model, the Olson can't be flown without the express permission of the Federal Aviation Agency (FAA). It has proved invaluable, however, for ground demonstration of flight techniques, engine operation, and radio use. An older plane, more recently donated, is used for parts.

The course is geared as an introduction to aviation for students in grades 10-12. Certain FAA requirements are met by it, and course content covers 12 instructional units including history, theory, structure, techniques, instruments, weather, navigation, traffic control, airports, aerospace terms, and vocational opportunities. Gearhart hopes to add a second-year course in powerplant and airframe mechanics when funds allow.

The curriculum was developed with the aid of FAA and State Department of Public Instruction representatives. A basic aeronautics text is used and enriched with a wealth of materials supplied by numerous aircraft manufacturers. But materials, Gearhart is quick to point out, aren't the basis for the course. Field

trips and guest speakers are the main resources. "What a pilot can tell them or what they can see and feel on a flight—these things are impossible to get out of a book," he said. Students learn about job opportunities and industry operations firsthand from pilots, airport managers, stewardesses, mechanics, Air Force personnel, and representatives of private aviation companies and schools. This year the classes were also visited by Bell Telephone representatives who discussed Telstar and a spokesman for the National Aeronautics and Space Administration (NASA).

Field trips are many and include a stem-to-stern tour of the local airport and visits to weather stations, the control tower, and private aircraft companies. Each student may, in addition, take orientation flights by special arrangement on a commercial carrier (Piedmont Airlines) or on smaller craft through the courtesy of a local airport operator.

Piedmont Sales Representative Bill Dolan doesn't bat an eye when over 100 teenagers show up to board his Martin 404's. "These are our future pilots, desk people, mechanics, and what-have-you," he said. The industry, he points out, is wide open and begging for personnel. According to Dolan, the range of employment opportunity in aviation is staggering. "We have everything from baggage handlers to top level management," he said. "And that covers a lot of ground in intelligence, interest, and ability." Dolan feels that the present personnel shortage in aviation will grow. "We haven't seen the worst of it yet. The jumbo jet will double the people needed in the terminals," he said.

Students' eyes grow large and they are unusually quiet during airport field trips. On orientation flights they see what passengers only imagine. Once in the air, they are taken to the cockpit where they may watch the pilot and copilot in action. A minute-by-minute rundown of the aircraft's operation is given by the pilot.

Other local aid has poured in. John Colucci, III, a private airport operator, and Bill Ryan, an Air Force fighter pilot and public information officer with the 44th Fighter Interceptor Squadron,

Copilot Ronny Vogler, below, waits as students board a Piedmont Martin 404 for an orientation flight. Once aloft, students visit the cockpit, right, to see Vogler in action.



On another field trip, aerospace instructor Ken Wooten discusses the instrument panel on a small, experimental plane donated to the program by the First National Bank of Eastern North Carolina.



are among the program's supporters. Colucci offers free use of his planes for small craft orientation flights. Five students at a time may be taken for hour-long flights in a Piper Cherokee.

Aerospace classes are offered at both New Hanover and John T. Hoggard high schools, and this year two instructors are employed under State teacher allotments. Both are pilots, and Ken Wooten, who once operated his own flying school is active in the Civil Air Patrol. Both instructors have supplied much extra equipment, time, and enthusiasm.

The majority of the aerospace students are boys. "We're more geared for boys with subjects like navigation and meteorology," said Gearhart. Nevertheless, about 15 percent of this year's enrollment were girls, and one young lady has been accepted for stewardess training—when she's old enough. Two boys have received private flying licenses, and many plan to go into commercial aviation or use the course as a springboard for the Air Force. The program will graduate its first seniors this year, and Gearhart plans a follow-up program to determine the percentage of students actually entering aviation.

The program began with only 20 students last year, and has grown to include 147 this year. It may not remain the only aerospace program in the State for long. According to Gearhart, other units have studied the New Hanover program, and new courses may spring up around the State in the next few years.

The aviation industry will be behind them, according to Piedmont's Bill Dolan. "Aviation," he said, "is one field where orientation and field experience cannot be replaced. And once in the field, the only thing holding anyone back is ability and incentive," he said.

PERIMENTAL

AMBASSA

CONVENTION REPORT

NASSP

Student Unrest and Principal's Identity Among Issues Aired at NASSP Convention

Condensed from "NASSP Convention Reporter," prepared by the editors of *Education, U.S.A.*

Like something from Pandora's box, talk of student protest popped out in almost every session of the 53rd annual meeting of the National Association of Secondary School Principals held in San Francisco March 1-5. Whether a scheduled topic or not, student unrest and its significance was deplored, defended, described, and dissected—but not debunked—by bishops, senators, angry black writers, professors, principals, a new NASSP filmstrip soon to be released, and the now famous president of San Francisco State College, S. I. Hayakawa, a guest speaker.

Speaker after speaker warned that the administrator who thinks it couldn't happen to him is not only naive, smug, out of touch, but probably derelict in his professional responsibilities. A university president suggested that the principals must be putting him on by inviting him to speak on the implications of student unrest. After all, President William B. Boyd of Central Michigan U. told them: "You had the kids first."

High school chapters of Students for a Democratic Society, said Boyd, are multiplying like fruit flies and a national secondary school coordinator has been added to "nurture the fledglings." In 1965, he said, only 6 of 849 colleges

reported that radicals constituted more than 5 percent of the student body. Last fall more than 16 percent of the college freshman revealed that they had taken part in protest activities while in high school.

According to Boyd, the activist student has rejected the puritan ethic of work and conformity and has "neither fear of our whip nor lust for our carrots." His permissive parents, said Boyd, "don't cut off the allowance any more, they supplement it with bail money." The motivation to work and the capacity to enjoy work declines as the percentage of these students increase, and according to Boyd, "this may turn out to be a greater disaster than the presence of cops in the corridor." As an answer, Boyd thinks the schools must replace the puritan ethic with a "pleasure principle" as a motivating force for learning and also "find ways to involve students in the running of the schools, although not at the expense of their studenthood."

Other suggestions for handling student unrest flew thick and fast at NASSP sessions and ranged from plainclothes policemen and listening posts to "savvy" student councils. Principal Kenneth Fish of Montclair (N. J.) High School called for a listening post—an ombudsman, committee, or "whatever." Others suggested student councils which must "harness not gag" the student militants by forcing them to sit down and seek constructive solutions to the problems they face. According to Principal C. T. Welshinger of Mainland High School, Daytona Beach, Fla., there is a "credibility gap" between student activists and student government leaders. The reason, countered Principal Roland F. Hansen of Belle Plaine, Iowa, is that "too many of our student councils are composed of fair-haired middle-class students who are not aware of the problems of the school because they are not a representative group." Hansen wants student councils to involve as many students as possible in a program of activities "without regard to race, color, religion, academic accomplishments, social standing, or economic position."

Junior high school principals weren't allowed to sit back with a sigh. The first national survey of the nature and extent of student activism, released by NASSP Association Secretary J. Lloyd Trump, shows that protest is almost as likely to occur in junior high schools as in senior high schools. Of the principals canvassed from coast to coast for the survey, 56 percent reported protest at the junior high level; the senior high figure was 59 percent.

Conducted under the auspices of NASSP's Committee on the Larger Secondary School, the survey disclosed that dress and hair regulations head the list of complaints with one-third

of the principals reporting objections to the dress code and one-fourth embroiled in battles over hair styles. Smoking rules and the cafeteria are other favorite targets of protest along with assembly programs, choice of club speakers, censorship and regulation of school papers, underground papers or pamphlets, and scheduling of sports and social events at the schools.

Dissatisfaction with the school program is rampant at both junior and senior high school levels. Forty-five percent of the principals cited protest activity aimed at these targets: teachers, their quality and where assigned; student's freedom to choose his teachers; curriculum content; class grouping; scheduling; homework; grades; and exams. Principals told Trump there is a crying need for better communication between pupils, administrators, parents, and teachers. As one said, "We should accord respect to responsible protest. They might just be right."

Principal's Role

The role of the principal—whose man he is—was another issue causing heated debate at the convention. The issue came into sharpest focus in talk about the shifting role of the principal as an outcome of teacher negotiations. Many took the side that "big daddy is dead"—that principals must join the management side of the education establishment. "You must be top management," said Theodore B. Southerland, executive secretary, Michigan Association of Secondary School Principals. "We think this issue is very clear. A management team approach is necessary. The board and superintendent must have their representatives in the buildings. We've stopped talking about the principal as middle management," he said.

But according to Principal Robert G. Balentine, Chatham (N.J.) High School, the man in the middle is the inevitable and proper role of the principal. He said that when there is conflict between the board, top management, and teachers, the principals have responsibility to recommend "in the best interests of our clients, the students." Balentine contends that the dual role is a precarious one, like "the surfer staying in the curl of a tremendous wave."

In the opinion of Louis N. D'Ascoli, principal of Eastchester (N.Y.) Senior High School, a new kind of job may be in store for the principal. D'Ascoli sees the future principal involved in plenty of policy and decision making as head coordinator for K-12 (and plus) programs in a number of buildings. At the building level he foresees "educational executives" who would have the responsibility for daily operations, but no part of the learning process.

CONVENTION REPORT

Condensed from "AASA Convention Reporter," prepared by the editors of **Education, U.S.A.**

percent with the State share exceeding 70 percent.)

NEA

"An overabundance of almost insolvable problems and a new determination to do something about them with a minimum of noise," was the way many observers summed up the 101st annual convention of the American Association of School Administrators (AASA) held in Atlantic City February 15-19.

The meeting drew some 30,000 educators, and it turned out to be a crowded market place of educational ideas. Ten general sessions were held, and hundreds of allied meetings took place—16 section meetings, 120 discussion group meetings, and more than 100 closed circuit television programs. Topping it all were more than 700 exhibitors showing the latest and best in educational equipment and supplies in nearly 1,500 booths.

To many, money was "the top issue" of the convention, and administrators agreed that financial problems have escalated during the last year. "You can't talk with anyone here for more than two or three sentences before they begin deploring their fiscal plight," said one superintendent. Big cities were repeatedly cited as the area for greatest concern on the financial front. A bright note was sounded, however, by U. S. Commissioner of Education-designate James E. Allen, Jr., who told the administrators they could count on the Nixon Administration to give education top priority.

The educators agreed that lots more money will be needed to finance the cradle-to-the-grave education the public is demanding. Roe L. Johns, professor of educational administration, University of Florida, gave a major answer to the plight of both city and rural areas. He contends that schools will need new state and federal money, and that new and more equitable distribution formulas will have to be found.

Among the financial "breakthroughs" discussed were increased block, rather than categorical, federal aid. Revised state support formulas that take into account population density were another answer. Others suggested the abandonment of support formulas based on assessed valuation and substitution of median family income as a measure of wealth. Whatever the plan, there seemed to be a general agreement that states should give more support.

A major boost in federal support was sought, and administrators agreed that the phrase "one-third federal financing" has a nice ring. The remaining two-thirds, they generally agreed, should be provided by state and local governments, but very few ventured an opinion on the proportions. The current federal share of total school support is about eight percent. (In N. C. it is over 15

The most controversial and emotional issue to surface in Atlantic City involved the relationship between AASA and the National Education Association. Two years of uncertainty and rumors that the administrative group might move out of NEA preceded the convention. Tension first began at the NEA Minneapolis convention of 1967 when a by-law amendment, mandating that all members of NEA departments had to be NEA members, was introduced. The amendment failed to pass, but proponents readied two similar amendments for the NEA Dallas Representative Assembly in 1968.

NEA and department leaders formed a task force which produced a compromise overwhelmingly approved by the Dallas assembly. It provided for three categories of relationship with NEA—the "department," tied closely to NEA; the "national affiliate," a somewhat looser relationship; and the "associated organization," providing autonomy on governance, membership, and program. Last November the Executive Committee of AASA recommended that they take the "associated organization" route. The action was endorsed in a resolution adopted at this convention, and the final step will be the mailing of ballots to all AASA members.

Professional Negotiation

Professional negotiation lost ground as an explosive issue at the Atlantic City meeting. It received much attention—14 live, televised sessions—but the unrestrained anger and fear of a year ago were replaced by a search for better working relationships at the bargaining table.

William J. Sanders, Connecticut education commissioner, put the issue into focus when he noted that professional negotiations have caused some considerable changes in America's educational system and will probably cause many more in the future. Teachers, according to Sanders, have been the big winners at the negotiating tables. He feels that many teachers now have better working conditions, more effective grievance procedures, and written personnel policies.

One clear distinction came out of numerous convention sessions: there is a definite difference between professional negotiation procedures and processes for resolving grievances. All too often, according to Jack H. Kleinmann, director of planning and organization for the NEA, the two are confused. The difference between the two, Kleinmann pointed out, "is the negotiations (at impasse) would call for mediation to get the two parties together to form policy. Grievances, on the other hand, should go to binding arbitration since

AASA

**Money, Negotiations, NEA, and CAPE
Were Key Issues at AASA Convention**

the aggrieved party is not asking for a board policy to be changed or overturned." Kleinmann estimated that the annual grievance rate "probably runs about 20 per 100 teachers." Most grievances, he said, are solved at the building level by the principal. He suggested that carefully worded procedures be developed for principals since "board policies concerning the principal can be misinterpreted or misapplied."

CAPE

Attitudes at the convention also seemed to have changed toward national assessment of what Americans are learning. The Committee on Assessment of Public Education (CAPE) is now an accepted fact, and school administrators are cooperating to make it more effective. Although a resolution was passed encouraging assessment and most speakers supported the concept, disapproval was heard. Paul A. Miller, superintendent of schools in Cincinnati, said that school officials could expect the program to move from its current policy of avoiding district and state comparisons to a point where public pressure will demand specific assessment for individual districts.

CONNER AND STROTHER NAMED SPECIAL ASSISTANTS TO STATE SUPT.

State Supt. Craig Phillips named two special assistants in March. Filling the newly created posts are Dr. Harold T. Conner of Greensboro, who is special assistant for research, development, and planning, and Robert E. Strother of Snow Hill, whose responsibilities include giving technical assistance to local school systems in the area of civil rights compliance and desegregation programs.

Prior to assuming his duties in March, Conner was director of the Youth Councils of North Carolina with headquarters in Greensboro. He previously served as research associate with the Richardson Foundation in Greensboro. For three years Conner was director of research and publications for the Greensboro school system, and he was assistant superintendent of instruction for Guilford County's schools from 1961 to 1964.

Conner will coordinate research activities for the State Board of Education and the Department of Public Instruction. During the remainder of the current fiscal year, Conner will consult with the State superintendent, the Controller, other State agency staff members, the State Board, and the leadership in local school systems in order to determine needs and make long-range plans for more effective services in research, planning, and development.

Conner is a native of Virginia; he was raised in the Masonic Home in Richmond. He attended Virginia Polytechnic Institute and High Point College before serving for three years during World War II as an Air Force tail gunner. He graduated cum laude from Wake Forest College, and he received the Ph.D degree from that institution with majors in personnel and guidance, public school administration, and sociology.

Before moving to Guilford County, Conner was a teacher in the public schools of North Carolina and Virginia. He served the University Testing Service at UNC-Chapel Hill as vocational counselor, and he was research coordinator for a Kellogg Foundation project. For six years he was director of guidance services for Burke County schools. Conner also served as research associate for the Governor's Study Commission on the public schools.

Strother, before assuming his duties in April, was superintendent of Greene County schools. As head of a new State agency service supported by Title IV, Civil Rights Act, he will coordinate resources of the State agency to assist local leadership with civil rights compliance. He and his staff will be available to assist local school leaders in reorganization, in-service education, and in developing lay leadership and public involvement.

In making the announcement of Strother's appointment, State Supt. Phillips said that Strother has been an outstanding leader in meeting the problems and challenges faced by local boards of education and school communities. "Greene County has set a fine example in school reorganization, providing comprehensive programs, and using all available funds to assure that each child is well taught," said State Supt. Phillips.

Strother was a school principal in Greene County before being named superintendent in 1965. He had previously been a principal in Granville County. He began his public school service as a teacher in 1946. Strother is a native of Durham, holds the M.Ed. degree from N.C. State University, and has done additional graduate work at UNC-Chapel Hill.

FOLDER ON CUMULATIVE RECORDS OFFERED

As preparations are made for the closing of another school year, the attention of school principals is directed to Publication No. 335, **Directions for Using the North Carolina Cumulative Record**, available without charge from the State Department of Public Instruction.

Not all school systems use the standard cumulative record folder which was developed by a special committee in 1939 and since revised several times. However, those who do will find Publication No. 335 helpful. Special attention is called to two suggestions listed on page 14 of the publication:

If the Cumulative Record truly belongs to the pupil, it should follow him from grade to grade, from building to building, and from school to school. . . . When a pupil leaves to attend another school (either by promotion from elementary to the high school in the same unit, or by transferring to another school), the Cumulative Record should be sent to the receiving school at the request of the principal. Care should be exercised to see that no confidential information is transmitted which might be prejudicial to the child's future education welfare.

RETIREMENT SYSTEM SUMMARY

The annual statistical summary has been released by the North Carolina Teachers' and State Employees' Retirement System:

	1968	1967
1. Number of members, including those retired	159,431	147,822
2. Number receiving retirement allowances	12,078	10,777
3. Number of persons to whom other payments were made:		
Refunds	11,966	8,963
Death benefits (Effective 7/1/67)	300	73
4. Amounts paid:		
Retirement benefits	\$ 17,496,778	\$ 13,999,105
Refunds	6,072,312	4,522,703
Death benefits	1,760,700	391,041
Total payments	\$ 25,329,790	\$ 18,912,849
5. Total assets at end of year	\$732,301,103	\$635,248,411

NCTM TO HOLD REGIONAL MEETING IN RALEIGH

Some 2,000 mathematics teachers of grades K-14 from the Southeastern United States are to meet in Raleigh, October 9-11, for a conference of the National Council of Teachers of Mathematics (NCTM). Headquartered at the Sheraton-Sir Walter Hotel, these meetings are designed for elementary teachers, junior and senior high school teachers, and college instructors. Conference participants will have opportunities to view student exhibits, commercial materials in mathematics, and the most current films in mathematics education, as well as occasions to exchange ideas and information with leaders in mathematics education.

MARS HILL SUPERINTENDENTS CONFERENCE SCHEDULED

July 22-25 are the dates set for the Superintendents Conference at Mars Hill. Representatives from NCEA's Division of Superintendents have been meeting with State Supt. Craig Phillips to discuss the program.

Education Professions Development Act Seeks to Fill Teacher Shortages

"If we want to bring about change in education, if we want to alter the direction in which we are moving, we first have to bring about change in people—in the attitudes, qualifications, and competencies of all the people who make our schools and colleges run. This is what the Education Professions Development Act (EPDA) is all about."

Such was the statement of Don Davies, associate commissioner of education, Bureau of Educational Personnel Development, in the February issue of **American Education**. The Bureau was created a little over a year ago by USOE to administer EPDA and encourage education institutions to equip educators with the concepts, knowledge, and skills they will need in order to perform new roles under new and unfamiliar conditions.

According to Davies, updating educators, as well as buildings and equipment, is overdue. "Early in its history, this country picked up the unhealthy habit of preoccupying itself with school buildings and school programs while procrastinating over the preparation of people to work efficiently in those schools," he said.

EPDA has many facets (see chart). Part B-2 will immediately affect school systems across the nation with grants to fill critical teacher shortages. North Carolina's share is \$329,000, and the State plan for administering B-2 in North Carolina has been approved. Dr. James Valsame, State in-service supervisor in the Division of Teacher Education, State Department of Public Instruction, will act as State coordinator.

Administrative units may submit proposals to attract and train new personnel for the teaching profession. The training will consist of short-term preparation and subsequent in-service programs necessary to qualify the trainees for the profession. Projects may also be planned to obtain and train teacher aides, but only one-third of the total funds allocated to the State may be used for this purpose. These projects may be planned by an individual unit or by two or more units in cooperation.

Under Federal guidelines, up to 25 percent, or some \$80,000, of the total State funds, may be used for projects designed and administered by the State. Any State-directed projects will most likely be used to recruit and train persons as teacher aides, kindergarten teachers, librarians, women's physical education teachers, physics teachers, and perhaps other areas. Most of the projects being planned and administered by administrative units will begin sometime during the summer, he added. Funds made available for 1968-69 may be used to operate projects through June 1970.

Units with the greatest teacher shortages were considered first in determining funding. Factors considered in developing a ranking for funding were number of professional personnel with less than Class A certification; rate of teacher turnover; number of out-of-field teachers; and consideration of factors such as geographic remoteness and evidence of local effort to expand community services and school programs.

Persons selected for EPDA projects must be employed in a field other than teaching or unemployed, 18 years of age or older, and holders of a bachelor's degree or the equivalent. Each recipient must agree to teach following his training; and the sponsoring school system must agree, in turn, to employ the trainee following successful completion of training. Recipients are also required to pursue all subsequent in-service education and they must meet minimum National Teacher Examination requirements. Teacher aide trainees must be high school graduates 18 years of age or over. And they must agree to serve as aides when they have completed training.

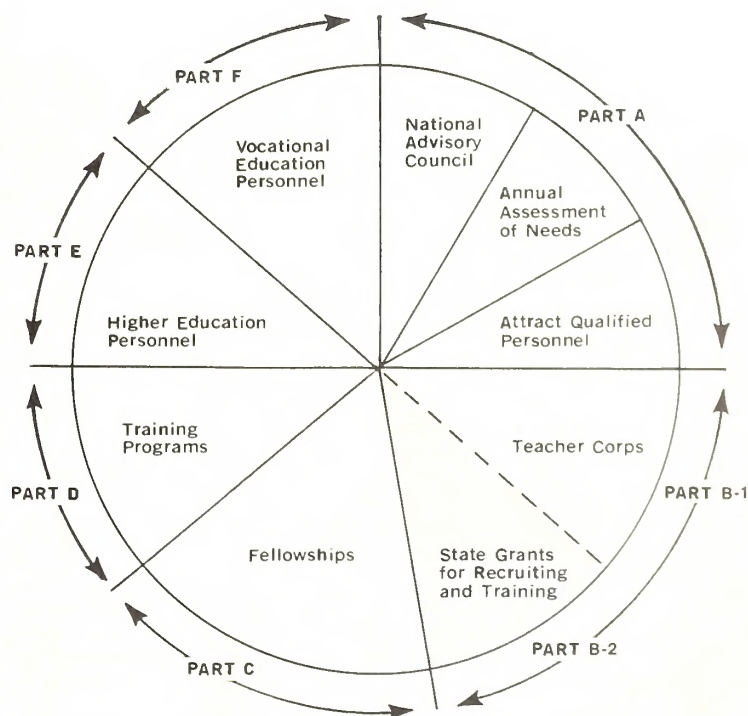
Part-time teaching, team teaching, stipends for teacher trainees during the short-term training, and additional compensation for supervising teachers are aspects encouraged by the State plan. The plan points out that teacher trainees would profit greatly

from involvement in all professional activities and that regular teachers should be trained to use aides effectively. Maximum use of college and university resources for training is also encouraged.

Suggestions from the Division of Teacher Education point out many possibilities for projects. Prospects for recruitment include former teachers, those who prepared for teaching but never taught, people with college degrees who lack teaching training, and military veterans. Housewives, artisans, lawyers, doctors, scientists, artists, etc., may be willing to teach part-time.

According to Valsame, a variety of needs might be met with one project proposal. He included special personnel needs: aides and teachers for kindergartens, libraries, special assistance, special education, and handicapped programs. Projects can also be designed to meet reorganizational needs. They can include innovations such as nongraded organization, differentiated staff organization, the career ladder approach (selected persons begin as teacher aides and progress to full professional status), new curriculum organization, and biracial faculties. Funds from sources other than EPDA could be used for multi-need projects.

The Education Professions Development Act is divided into six parts. Part A has three sections: an independent National Advisory Council which reports to the President and the Congress, the Commissioner's annual assessment of education manpower needs, and a national education professions recruitment program. Part B-1 is the Teacher Corps; Part B-2 is a state grants program to meet immediate critical shortages of classroom personnel. Parts C and D provide fellowships and training projects for prospective and experienced personnel of all kinds at the elementary and secondary school level. Part E provides for training higher education personnel, and Part F for training vocational education personnel.



Summer Institute Programs

Summer programs for the professional improvement of teachers will be co-sponsored by participating universities and the State Department of Public Instruction. Public school teachers under contract for 1969-70 may take the approved courses tuition free, provided the courses are completed.

All courses and institutes except the Vagabond School of Drama and Education in Latin America, offered at UNC-Greensboro, will offer college credit. These courses will carry two units of credit applicable to renewal of certificates. Teachers with Graduate Certificates taking courses in Davidson College's liberal arts program will receive credit applicable toward renewal.

Applications should be secured from and submitted to the director of the institute of the sponsoring institution. All inquiries concerning housing, type of college credit, prerequisites for courses, and other eligibility requirements should be sent to institute directors.

I. Programs Providing Selected Academic Courses

(Regular offerings during summer sessions)

Atlantic Christian College, Wilson, Dr. Lewis H. Swindell, Jr., Dean

Mars Hill College, Mars Hill, Dr. John M. Hough, Jr., Head, Dept. of Ed.

St. Andrews Presby. College, Laurinburg, Dr. John Doughtrey, Dir., Summer School

UNC-Chapel Hill, Dr. J. R. Gaskin, Dir., Summer Sessions

UNC-Charlotte, Dr. Ben Hackney, Acting Chairman, Dept. of Ed.

Wake Forest University, Winston-Salem, Dr. Percival Perry, Dean of Summer Sessions

II. Special Institutes Designed for Teachers

*Constitutional Democracy and Totalitarianism, July 14-Aug. 8: Appalachian

State Univ., Dr. Francis M. Rich, Jr., Chair., Dept. Political Science

Liberal Arts Program for Teachers, June 16-July 8 and July 14-Aug. 2: Davidson College, Davidson, Dr. William B. Hight, Jr., Dir., Liberal Arts Program for Teachers.

Workshop on Contemporary Social Problems, July 1-14 and Aug. 12-22; Workshop on Marriage Problems and Family Planning, June 10-23; Workshop on Race Relations, July 30-Aug. 11: East Carolina University, Greenville, Dr. Robert Williams, Dean of Academic Affairs.

Education in Latin America, July 14-25: UNC-Greensboro, Dr. C. L. Sharma, Dir., Institute in Education in Latin America.

English, Biology, History, June 23-Aug. 1: North Carolina Agricultural and Technical University, Greensboro, Dr. J. Niel Armstrong, Dir., Summer School.

Earth Science, June 16-June 27; Biology, June 30-July 11; Chemistry, July 14-July 25: Lenoir Rhyne College, Hickory, Dr. James M. Unglaube, Dir., Institute for Science Teachers.

Drama, July 7-18; Vagabond School of Drama, Flat Rock, Robroy Farquhar, Dir.

American Foundations (history), June 16-July 22: Wake Forest University, Winston-Salem, Dr. Percival Perry, Dean of Summer Sessions.

Science for Elementary Teachers, Math for Elementary Teachers, Non-Western Studies, Humanities, June 16-July 25: St. Augustine's College, Raleigh, Dr. Joseph Jones, Dean.

*Offered at three locations: Appalachian State Univ., UNC-Charlotte, and Wilmington College (dates for Wilmington College are July 21-Aug. 15).



attorney general rules

(For complete copies of rulings, send your request to SDPI Division of Publications and Public Information. Please give date of ruling and title.)

Public Schools; Use of School Activity Bus of A Public School By a Non-Public School, February 28, 1969. . . .

"... a parochial school located in _____ has requested the use of the _____ City School activity bus. The parochial school would like to lease the

bus for a trip out-of-State and has also requested the use of the bus for a field trip within the State.

"Title to the school activity bus is in the _____ City Board of Education. Public school property cannot be made available to a non-public or private school. We rest our opinion on the basic principle as derived from Chapter 115 of the General Statutes that public school property can be devoted only to public school use and is not available for the use of private groups or the non-public or private schools of such groups. Public school facilities in gen-

eral, and including the school activity bus, are made available by tax funds and must be devoted to public use and service. The only exceptions are that county and city boards of education may enact regulations by which the lunchrooms may be made available to clubs and other groups of citizens and also may be made available for community meetings and other like community purposes. We find nothing in the statute that authorizes furnishing the use of a school activity bus of a public school to a non-public or private school."

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